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ABSTRACT

This action research project implemented and evaluated an intervention to reduce inappropriate behavioral incidents among early adolescent students. The targeted population consisted of middle school students in an urban area and high school students in a rural area in the Midwest. The problem of inappropriate behaviors was documented by means of teacher observations, office discipline referrals, and student surveys. Analysis of the site information suggested that issues related to inadequate facilities, understaffing, and parental involvement were possible probable causes. Further analysis of the middle school site revealed demographic changes such as population shifts, single parent families, and low socioeconomic status as possible contributing factors. Review of the literature suggested negative peer influences, poor classroom social climate, inadequate character education, and lack of student acceptance of responsibility as additional possible causes. A review of solution strategies resulted in the selection of a cooperative learning intervention, a community/school service project, and a conflict resolution program. Post-intervention assessment results indicated that the intervention had a positive influence on the behaviors of the targeted students. The number and severity of the discipline problems were reduced. The degree of success depended on the frequency and severity of the inappropriate behaviors. The age of the students also effected the degree to which the intervention was successful. Contains 45 references. (Author/SD)

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IMPROVING DISCIPLINE THROUGH THE USE OF SOCIAL SKILLS INSTRUCTION

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An Action Research Project Submitted to the Graduate Faculty of the School of Education in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Teaching and Leadership

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ABSTRACT

This report describes a program to reduce inappropriate behavioral incidents. The targeted population consists of middle school students in an urban area and high school students in a rural area in the Midwest. The problem of inappropriate behaviors will be documented through data collected from teacher observations, office discipline referrals, and student surveys.

Analysis of the site information suggests that issues related to inadequate facilities, understaffing, and parental involvement to be possible probable causes. Further analysis of the middle school site revealed demographic changes such as population shifts, single parent families, and low socio-economic status may also contribute. Review of literature suggests negative peer influences, poor classroom social climate, inadequate character education, and lack of student acceptance of responsibility as additional possible causes.

A review of solution strategies suggested by literature combined with analysis of the problem setting resulted in the selection of a cooperative learning intervention, a community/school service project, and a conflict resolution program.

The intervention had a positive influence on the behaviors of the targeted students. The number and severity of the discipline problems were reduced. The degree of success depends on the frequency and severity of the inappropriate behaviors. The age of the students also effects to what degree the intervention is successful.

CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The targeted students for this study were identified as having inappropriate interpersonal behaviors which result in discipline problems in the classroom. Evidence for the existence of these problems were determined by examining teacher anecdotal records, teacher observational checklists and discipline/office referrals.

Immediate Problem Context

This action research is taking place in two different target schools which serve two different communities.

School Site A:

The targeted middle school consists of grades five through eight, and is located in the southeastern part of a large urban area in the midwest. The brick school building consists of three floors and a basement. Two additions have been built since the original construction in 1902. In 1961, four classrooms, a kitchen, and a small gymnasium with locker rooms and restrooms were added. In 1993 three additional classrooms and an all-purpose room that is primarily used as a cafeteria, were added. The building is flanked by a parking lot of one of the community's hospitals. The area in front and one side of the building's grounds are blacktopped and fenced. The remaining side has a small grassy area where the school sign is located. This area has limited access for the students, without supervision. The building is in fair physical condition and all of the classrooms are presently being utilized. The library and gymnasium, however, are inadequate for the number of students required to use these facilities.

According to school records, the school contains 16 regular division classrooms, 3 of which are inclusion classrooms, 2 self-contained special education classrooms, a library, a science lab, a computer lab and a gymnasium. The faculty consists of five special education teachers, 18 full-time and 1 part-time regular division teachers. In addition to the classroom teachers, there are two physical education teachers, a part-time speech teacher, part-time band, orchestra, and chorus instructors, and a part-time English as a Second Language (ESL) teacher. Other staff members include a part-time community aid, a part-time student advisory counselor, a librarian, a full time security officer, two custodians, one full-time secretary and a part-time secretary. The administrative staff consists of a principal and a part-time administrative assistant who begins his day at 11:00 a.m. The racial/ethnic composition of the staff is 73% Caucasian, and 27% African-American. Seventy percent of the staff are female and 30% are male. The average number of years teaching is 13 and ranges from 2 to 27 years. Fifty percent of the staff have a Masters Degree or better, and 13% are currently working towards their Masters Degree.

The population of the targeted school is 418 according to the 1995 School Report Card. Thirty-one percent of the student population is Caucasian, 66% African-American, 1% Hispanic and 2% Asian/Pacific Islander. The population is almost equally divided between boys and girls. Approximately 16% of the students pay to ride the bus with the remaining students walking or using other transportation.

The student mobility rate is 43% which is higher than the district average of 31%. The student attendance rate is 90.2% compared to that of the district of 92.1%. The chronic truancy rate is 2.2% compared to 4.9% for the school district. The school qualifies as a Chapter 1 school with 80% of the students receiving free or reduced lunch. Almost 63% of the students in the targeted middle school come from single parent/guardian homes with the head of the household being a female.

School records indicate that almost 30% percent of the students have been retained at least one time during their school careers. There were 278 suspension and 4 expulsions administered during the past school year. Approximately 1500 Improvement Periods (a 3-day

detention for 1 hour each day) were issued as well as approximately 10 Thursday/Friday In-school Suspensions (ISS) and 10 Saturday In-school Suspensions (SIS) per week. More than 5% of the students take daily medication for Attention Deficit Disorder-Attention Deficit Hyperactive Disorder (ADD-ADHD) problems.

The school is fully departmentalized for most of the students, with the exception of the special education students in self-contained classrooms. Each grade level consists of a team, of four regular division teachers and at least one special education teacher. Physical education and music teachers are shared with all grade level teams. The school day consists of eight-45 minute periods. Grades are reported to parents every nine weeks with mid-term notices sent after the first four weeks of each grading period.

The targeted school has implemented several programs to improve student behavior and enhance academic progress. A behavior incentive program is provided once every grading period for those students who have not received a School Improvement Period (detention), an ISS, a SIS or an out of school suspension. Events for this program include dances, food-fests and special sporting events involving student/staff competitions. Other academic programs include tutoring both after school and Saturday mornings, Math Counts Club, Accelerated Reader programs, and a computer club. Academic incentives include an Honor Roll and a program that encourages students to improve their grades from the previous grading period called BUG (Bring Up Grades).

The targeted middle school is part of a middle sized, urban school district which services 16,141 students. It includes four high schools and an alternative high school, 12 middle schools (grades 5-8), 15 primary schools, a K-8 magnet school, a 3-8 gifted school, an adult education center, a diagnostic learning center and a school for severely handicapped students. The district also includes several special schools for students not able to be serviced in the regular school setting, including an extended day program. Within two of the high schools are separate academies which guide students into either health or business professions.

The total number of teachers in the district is presently 1,032 of which 23.7% are male and 76.3%are female. The racial/ethnic background of these teachers are 92.3% Caucasian, 7.0% African-American, 0.4% Hispanic and 0.4% Asian/Pacific Islander. Approximately 46% of the teachers have a Master's Degree or above and 54% have Bachelor's Degrees. The average years teaching experience is 13.8 years. The pupil-teacher ratio is 19.7:1 at the elementary level and 18.1:1 at the high school level. The average teacher salary for the district is $34,361 and the average administrators salary is $58,100. The operating expense per pupil is $5,556 and the district's total expenditures was $93,008,880 for the school year.

The racial/ethnic make up of the students in the district is 48.4% Caucasian, 48% African-American, 18% Hispanic, 17% Asian/Pacific Islander and .1% Native American. Approximately 53.3% of the students are considered low income and the high school graduation rate is 74.3%. (District Report Card, 1995)

Community Site A:

The surrounding neighborhood consists of older homes of which 47% are rented. The median income of the families in the neighborhood is approximately $21,191 per year. Almost 25% of the families with children less than 18 years of age are living below poverty level in this area. Those families with a female head of the household with children under the age of 18 have almost a 50% poverty rate. The neighborhood work force consists of approximately 20% white collar workers and 80% blue collar workers. Eleven percent of the civilian work force is unemployed.

The educational levels of the members of the surrounding neighborhood that are 25 years of age or older are 7% with less than a ninth grade education, 18% have some high school education but did not graduate, 32% have a high school diploma, 24% have some college education, 6% have an Associates Degree, 9% have a Bachelor's degree and 4% have a graduate or professional degree.

The racial/ethnic origin of the surrounding neighborhood is approximately 75% Caucasian, 23% African-American, and the remaining 2% is Hispanic, Asian/Pacific Islander or Native American. (City of Peoria Statistical Abstract, 1993)

The targeted school is located in a mid-sized, midwestern city with the population of 113,983 and covers 620 square miles. In the past decade, the population has decreased 8.2%. Approximately 77% of the city's population is Caucasian, 21% African-American and the remaining 2% are Hispanic, Asian/Pacific Islander or Native American. There are approximately 44,976 households of which 30.8% have their own children under the age of 18 living with them. The average income is $34,988 with 18.9% of the population living below the poverty level. Of the estimated 4,284 families living below the poverty level, 2077 have public assistance income. (Census, 1990)

The city is surrounded by a major river on one side and productive farmland on the other three sides. The northern and western edges of the city have seen a great deal of expansion despite a strike of nearly a year and a half by employees of a major manufacturing company that is the areas leading employer. The community also has three major hospitals, two of which are second and third largest employers. Other important employers in the city include the school district of which the targeted school is a part, an electric company, a marketing company, a private university and an employee owned newspaper. The city also contains a major mental health facility and a health education center. A private university and a medical school along with six other colleges are in easy proximity to this community.

The community includes 8362 acres of parks, a museum, 15 golf courses and many recreational establishments that provide athletic opportunities, both amateur and professional. Transportation opportunities include twelve highways, in and around the city, three bus lines, eight railroads and an airport, all available within minutes of the city. The city is the second largest metro market within the state. (Anderson, 1994)

School Site B:

The targeted school in site B lies within a small community in the midwest. The entire K-12 educational process is distributed between two buildings, but both buildings are located on the same city block, and one cafeteria services both. The school grounds include a large area with playground equipment, paved volleyball courts, and a large grass field for soccer and softball between the two buildings. The playground is available for the general public to use during non-school hours. Maintenance and upkeep on the buildings and grounds is excellent and very attractive.

The students are divided by grade level between the two building. Students, K-6, are in the elementary school and the junior/senior high consists of students in grades 7-12. There is one principal for each division and one superintendent governing the entire district.

The student population in the 7-12 junior/senior high school is 326. Thirty-six full time teachers are employed in the 7-12 division, which is on an eight block system. The teacher to pupil ratio is 15.7:1 with 78% of the teachers having a Bachelor's Degree and 22% having a Master's Degree or beyond. One teacher has a Bachelor's Degree but not in education. The average teacher has 14.3 years experience and the average salary is$28,258. Sixty-five percent of the teachers are female and all of the teachers are Caucasian according to school records.

The student population is 92% Caucasian, 6% African American, and 2% Asian. The school averages 25 students per classroom. The attendance rate is 93% with a chronic truancy of .6%, and a mobility rate of 9%. There are 25.8% of the students categorized as low-income and the district spends an average of $3,617. per student each year. (School Report Card, 1995)

Community Site B:

The targeted school is located in a city of 13,000 people in the midwest. The city is the largest city in the county. There are two public school districts within the city limits and two church affiliated, private elementary schools. A two year junior college is five miles south of the town. A public hospital serves the area and is located within the city limits. A taxi service is available within the city limits, as well as, train and bus service to points outside the city. Three

highways pass through the city and an interstate highway is 11 miles to the north. The park district maintains a public golf course, community swimming pool, and many neighborhood parks. A small, non-commercial airport is two miles south of the city. A private country club and a state park are nearby.

At one time, the city had many small manufacturing firms but that number has declined drastically in the last 10 years. Only construction, communications, finance, repair services, health services, and public administration have shown gains in the number of people employed in the last 10 years. Manufacturing and professional services employ 53% of the population.

The housing market has dropped as the employment opportunities have diminished. The median monthly mortgage payment has risen from $298 in 1980, to $420 in 1990, as the median value has lowered from $28,300 to $27,100 in that same period of time. In 1990, of the 5,875 housing units available, 3,871 are occupied by the owner, 2,004 are rented and 499 are vacant. There were 236 additional housing structures built from 1980-1990, the lowest gain since 1949, when statistics became available.

The population of the city has dropped from 14,508 in 1980 to 12,969 in 1990. The number of families has declined from 3,927 to 3,548 in the same period of time. The average number of persons per family has gone from 3.18 in 1980 to 2.97 in 1990.

The gender comparison has varied less than 1% in the same time period with females being 53.8% of the population in 1990. The Caucasian population has dropped from 13,717 to 12,212 in the 1980's. The Hispanic origin category has shown the only increase, from 268 to 317 in the 1980's. All other categories, African American, Native American, and Asian/Pacific Islander have all decreased.

The median family income has risen to $23,040 in 1990 compared to $18,667 in 1980. The number of wage and salary incomes were the largest group of incomes to rise with 3,566 followed by social security incomes and retirement incomes. Non-farm self-employment, public assistance, and farm self-employment categories follow in descending order. The category of income per household was led by the $15,000 to $24,999 range which occurs in 1,311

households, followed by 790 households in the $25,000 to $34,999 range. Families in the $15,000 to $24,999 range numbered 956, followed again by the $25,000 to $34,999 range with 637.

Of the 8,661 persons 25 years of age or older, 3,249 have a high school diploma. Associates Degrees were earned by 529 persons and 496 received a Bachelor's Degree with 270 continuing their education to earn a graduate or professional degree. Their are presently 654 residents in college. (Census, 1990)

Regional and National Context of the Problem

Teachers, administrators, parents and students, alike, acknowledge that discipline is a major concern in our nation's schools. Both students and teachers feel unsafe and insecure due to the increasingly violent, disruptive behaviors of students. According to Deborah Wadsworth, executive director of Public Agenda, a nonprofit public opinion research organization, (as cited in American Teacher Dec. 94/Jan. 95), almost 9 of 10 Americans "believe that dependability and discipline make a great deal of difference in how students learn". Twenty years ago, in 1975, unruly students were described as behind in their work, making disruptive noises, not listening to directions, never on time, picking on each other and talking back to the teacher. In 1995 unruly students were described as not doing their work, throwing objects at each other, unable to listen because of drugs and alcohol, skipping school, bringing weapons to school and more likely to physically harm the teacher. (Learning, 1995)

"Lack of discipline" was judged the biggest problem faced by local public schools, in 18 of 26 prior Phi Delta Kappan/Gallup Polls. Fifteen percent of those who responded, mentioned discipline and of lack of student control, as major problems in public schools Nine percent listed "fighting/violence/gangs" and 3% listed "lack of respect" as major problems. The public also overwhelmingly believes that violence in the public schools is not only increasing at the national school level (89%) but 67% believes it's increasing in local schools. According to the National Association of Secondary School Principals (as cited by Phi Delta Kappan, 1995) "three million

crimes occur in or near school property each year. Such violence deprives students of their rights to quality education." According to Furlong, Morrison and Dear (as cited in Gable, Bullock and Harader, 1995), some reports indicate that one in every 10 students fall victim to some act of aggression. The majority of the aggressive acts consist of bullying, verbal/physical threats, shoving, fist fights and other simple assaults, though more violent attacks on teachers and students grab media attention.

In 1994, the Phi Delta Kappan/Gallup Poll showed that a vast majority of the public believed that together poor discipline and violence were the most serious problems in their local schools for the first time ever. In 1995, twenty-four percent felt that the major cause of student violence in public school is a "lack of parent control, discipline, supervision, involvement and values". Another 6% felt that pupil's attitudes, boredom, disrespect and lack of self-esteem were the major causes of student violence.

Few students perceive that their peers feel it is important to behave in class. According to 1993 National Household Education Survey (NHES), a survey of 6-12 graders that was sponsored by the National Center for Education Statistics of the United States Department of Education (as cited in Zill and Nolin,1994), only 30% of U.S. students in grades 6-12, say that their friends at school feel it's important to behave properly in class. Forty percent thought that their friends felt it was very important to behave in school in elementary school. That percentage drops to 29% for middle or junior high and 27% for senior high. When racially broken down, 40% of the Asian students reported peer approval of good behavior, followed by 34% of the Hispanic students. Slightly more African American students, 31%, than Caucasian students, 29%, feel that their friends felt it was very important to behave in class. Thirty-two percent of private school students compared to 29% of public school students report peer approval of good behavior. More than a third of the students thought that an atmosphere of mutual respect did not exist between students and teachers at their schools.

Students also reported that bullying behaviors from other students was a major source of concern for them. About 70% of students knew of harm or harassment at school and about 50%

had witnessed at least one type of incident. Twenty-five percent reported that they worried about being bullied, attacked, or robbed and 12%, or 1 out of 8 students reported that they had been personally and directly victimized at school. Students in public school were more likely to know about harm or harassment going on at school, more likely to witness incidents of harassment, more likely to fear becoming victims themselves, and more likely to have been victimized at school.

Parent participation in school activities seems to be another factor that affects student behavior. Parent participation is likely to mean closer parental monitoring of school activities, particularly their child's classroom. The study showed that students whose parents had low school involvement were three times as likely to have been suspended or expelled from school compared to students with highly involved parents. (Zill and Nolin, 1994)

Teachers were more likely to view student misbehaviors in class, as interfering with their teaching than parents are to view it as interfering with their children's ability to learn. Similarly, more teachers report that disruptive student behaviors were a problem for the learning environment than parents. (Anderson,1994)

Teachers do not believe they have much influence over determining the discipline policy of their schools. Only 31% of public school teachers and 54% of private school teachers believe that they have an influence over determining the discipline policy of their schools. A greater percentage of private school teachers, 84%, than public school teachers, 72%, feel they have considerable influence over the disciplining students in their classrooms. (Anderson, 1994)

Overall, these are alarming statistics that the teachers, administrators, parents, and students face everyday in schools throughout the nation.

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

The problem was identified as students having inappropriate interpersonal behaviors that result in discipline problems in the classroom. The tools that were created to assess the problem include: student surveys, teacher journals, office referrals, observational checklists, and student feedback.

The results of the student survey at Site A (Appendix A), developed by the researchers and used at both of the research sites, are presented in Table 1.

Table 1

Categories and Numbers of Inappropriate Behaviors Observed By Students At Site A

	Talk Outs	Put Downs	Not Following Directions	Talking Back	Not Paying Atten.	Out of Seat	Not Prepared For Class	Not Participating In Class	Inapprop Physical Contact	Other Behaviors
Students Who Observed Behaviors	30	30	30	28	30	27	22	19	24	21
Behaviors Interfering In Learning	22	15	11	15	9	2	5	5	5	0

The survey was completed by 30 of 35 students. The most frequently observed inappropriate behaviors reported by the students were "talking out" (30), "put-downs" (30), not following directions (30), and not paying attention (30). Of the top six observed inappropriate behaviors, four are considered socially oriented. Socially oriented behaviors refers to student-to-student, as opposed to student-to-teacher or student-to-task. These include: "talking out," "put-

downs," not paying attention, and out of seat behaviors. Other inappropriate behaviors observed by the students included playing in desks, using profanity towards teachers, and skipping / unexcused absences from school. The teacher/researcher found it interesting that 8 of 21 responses sited skipping/unexcused absences as being inappropriate behavior.

Students were also asked to name the three behaviors that interfere in their learning the most. Seventy-three percent of the students felt that "talking out" interfered the most. Responses indicated that the top five inappropriate behaviors observed in the class were also those that they felt interfered in their learning the most.

At site B, 14 of 31 students completed the survey. The results are presented in Table 2.

Table 2

Categories and Numbers of Inappropriate Behaviors Observed By Students At Site B

	Talk Outs	Put Downs	Not Following Directions	Talking Back	Not Paying Atten.	Out of Seat	Not Prepared For Class	Not Participating In Class	Innapprop. Physical Contact	Other Behaviors
Students Who Observed Behaviors	13	12	9	8	13	3	18	11	1	2
Behaviors Interferring In Learning	13	3	3	6	6	1	3	0	0	1

The data in Table 2 indicate the top three observed inappropriate behaviors were talking, not paying attention in class, and "put-downs." All of these behaviors are considered socially oriented by the researchers. Of the top three behaviors that students indicate interfere in their learning the most, "talking back" or being disrespectful to the teacher was the only behavior not considered socially oriented. The students did not feel that "put-downs" by other students interfered in their learning even though 12 of 14 had observed the behavior in class.

At both research sites the inappropriate behaviors of "talking out," "put-downs," and not paying attention were among the leading categories of student observed behaviors. The

information in figure 1 illustrates this. It is important to note that both "talking out" and not paying attention were also among the leading inappropriate behaviors that students perceived as interfering with their learning. The teachers' journals at both of the research sites reflected that the students responded honestly and accurately to the behaviors they had observed.

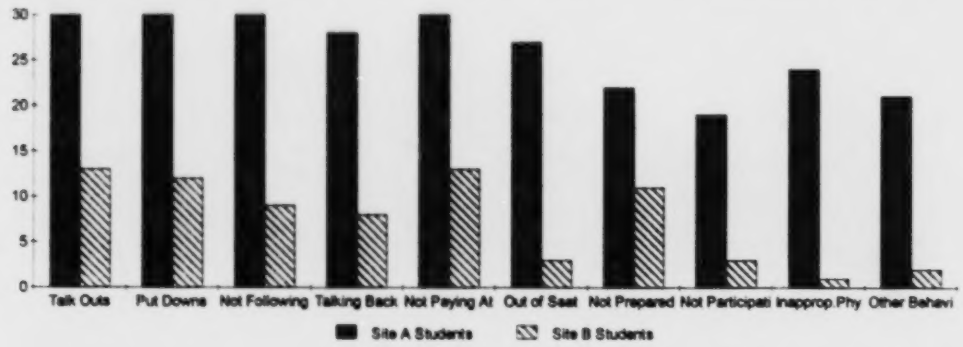

Figure 1. Categories of student observed behaviors and a comparison of site A and B.

The observation checklist (Appendix D) developed by the researchers, was used at both sites.. The observation period consisted of one class period a day for a two week duration. The results of Site A are as follows in Table 3.

Table 3

Categories and Number of Researcher Observed Inappropriate Behaviors At Site A

Inappropriate Behaviors	Number of Behaviors Week 1	Number of Behaviors Week 2	Number of Students Week 1	Number of Students Week 2
Talk Outs	189	261	33	32
Put Downs	4	11	3	9
Missing Supplies	6	9	4	8
Phys. Contact	0	0	0	0
Off Task	84	71	28	19
Nonparticipation	5	1	4	1
Out of Seat	12	17	8	13
Other	3	1	2	1

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As the data in Table 3 indicate, the number of inappropriate behaviors increased in one-half of the categories during the second week. The number of students committing these behaviors varied from week one to week two. It should be noted that teacher journal indicate that the decrease in the number of students committing the behaviors is, in part, due to the fact that two students were suspended during week two.

The data reflect that the category with the highest number of inappropriate behavior incidents during the observation period is "talking out." During week one of the observation period, 100 percent of the students participated in the "talking out" behavior. This decreased slightly to almost 97 percent during week two. The number of students committing the out of seat behaviors and missing supplies each increased at least 50 percent and the number of students committing the "put down" behavior increased 200 percent.

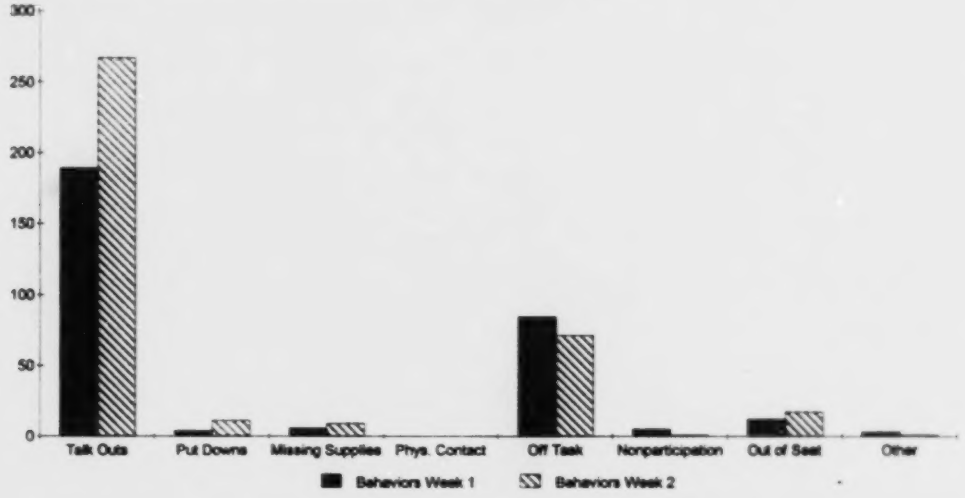

Figure 2. Categories of observed inappropriate behaviors by the researcher and a comparison of frequency of incidents by week at site A.

The number of recorded "talking out" behaviors increased 38 percent and the "out of seat" behaviors increased 42 percent. These behaviors are considered socially oriented by the teacher/researcher. However, the frequency of the "off task" behaviors decreased 32 percent

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during the same time period. The categories of nonparticipation and "other" behaviors alsodecreased in frequency from week one to week two. This data is presented in Figure 2.

At site B, the inappropriate behavior observed most frequently during week 1 was talking out. This behavior more than doubled in frequency during week 2 as the data in table 4 indicate. "Out of seat" behavior also doubled in frequency from week 1 to week 2. Both of these behaviors are considered social by the teacher/researcher.

Table 4

Categories and Numbers of Researcher Observed Inappropriate Behaviors Site B

Inappropriate Behaviors	Number of Behaviors Week 1	Number of Behaviors Week 2	Number of Students Week 1	Number of Students Week 2
Talk Outs	3	7	2	3
Put Downs	0	0	0	0
Missing Supplies	0	9	0	6
Phys. Contact	0	0	0	0
Off Task	2	3	2	3
Nonparticipation	1	0	1	0
Out of Seat	2	4	2	3
Other	1	5	1	4

Off task behaviors increased by 50 percent during the second week of the observation. The "other" behavior category increased by 400 percent from week one to week two. The "other" behaviors observed by the teacher/researcher during the observation periods include: banging desk lids, kicking chairs, and making noises that disrupt the class activities. The largest increase in frequency of behavior from week 1 to week 2 was in the missing supplies behavior category. Teacher journal entries indicate that this was due in part to student required to bring more items the second week of the observation. The only observed behavior that decreased during the observation period was that of "nonparticipation." There were no behaviors observed

during either of the observation weeks in the inappropriate behavior categories of student "put-downs," or inappropriate physical contact. This information is illustrated in figure 3.

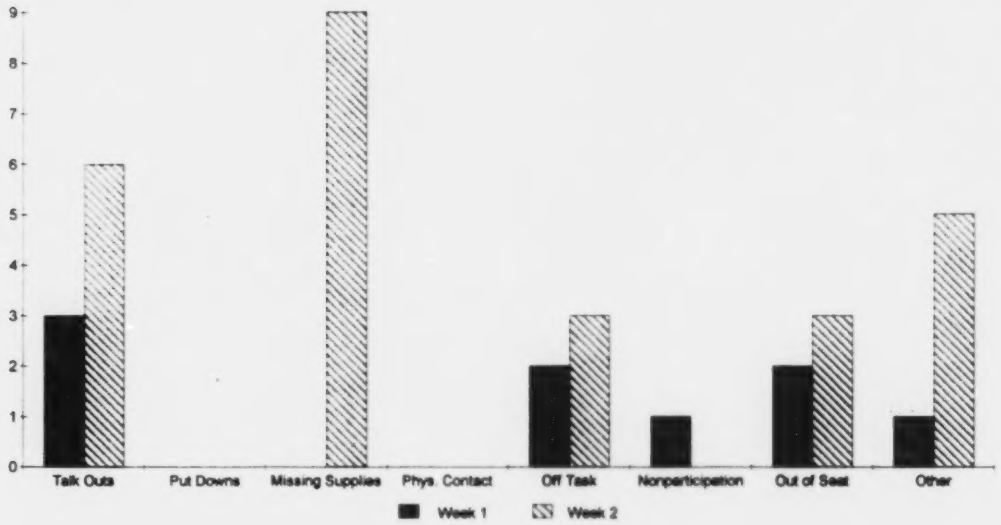

Figure 3. Categories of observed inappropriate behaviors by the researcher and a comparison of frequency of incidents by week at site B.

The previous data confirm the researchers' thoughts that the students in both of the research sites demonstrate behaviors that are inappropriate. The students' inappropriate interpersonal skills, either student-to-student or student-to-teacher, often result in discipline problems and disruptions in the classroom. The inappropriate interpersonal behaviors were found at both of the research sites, in varying degrees. However, the students at site A exhibit the behaviors more frequently and to a greater degree of severity.

Probable Causes

The literature suggests several probable causes for inappropriate behaviors in the classroom. According to Coate, Orr, Soderberg, and the U.S. Department of Education, National Center for Education Statistics, (as cited in Iannaccone, Wienke, and Cosden, 1992):

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> Social skills deficits are viewed as critical factors in the widespread social problems of our youth. High rates of violent crime, racial and ethnic discrimination, gang wars, school dropouts, post high school unemployment and crime, teenage pregnancy, teenager suicide, drug and alcohol abuse and general social maladaption contribute to a nationwide emergency of unprecedented proportion. (p.111)

Threatening and assaultive behavior modeled and reinforced in and outside the home, can contribute to antisocial and aggressive behavior before children even begin school, according to Olweus and Patterson, (as cited in Gable, Bullock, and Harader, 1995). Substance abuse, victimization, marital discord, spousal abuse, exposure to violence in the mass media, depression and poverty are also contributing factors according to Gable, (as cited in Gable, Bullock, and Harader, 1995).

Poor health and loneliness are other underlying causes of increased behavior problems. Increasing loneliness affects children in all socio-economic groups (Peterson, 1993). According to Simons, Finley, and Yang (as cited in Bouas, 1993), today's youth spend less time with parents and other caring adults than teenagers of earlier generations. One in five students surveyed (grades 6-12) reported that within the previous month, they had not had a ten-minute conversation with at least one of their parents according to a report published in 1991 by The Children's Defense Fund. Conscience is impaired and values are not internalized in children when the social bond between the child and adult are not nurtured. These children are often labeled antisocial, sociopathic, or primitive-unsocialized (Brendtro and Long 1995).

The family unit, disrupted by divorce, drugs, poverty, abuse, and other forces that interfere with normal parenting skills, breeds adults whose own lives are often chaotic and who cannot manage or monitor their children's affiliations or activities effectively. Parents often cannot spend as much time with their children, communicate behavioral expectations consistently, or teach conflict-resolution skills necessary in today's society according to Walker (as cited in Brendtro and Long, 1995).

Another possible cause of inappropriate behavior in the classroom is the lack of parental involvement in schools. According to Wagner and Lord (1995), experts agree that children whose parents get involved in the school system do better. Parental involvement was found to be a significant predictor of student behavior and academic achievement in children of all incomes and races according to a 1994 study.

Wallis (1995) stated that inappropriate behavior and the loss of respect demonstrated daily in today's public schools, reveal a society in great trouble. Schools with poorly written and enforced behavior policies, establish vague educational missions that allow a disintegration of traditional and reasonable expectations of youths.

Teachers, who unintentionally use self-defeating discipline strategies, often perpetuate inappropriate behaviors. Unclear teacher expectations concerning appropriate behavior can be a major factor in causing inappropriate behavior in students. The overuse of punishment, or the use of ineffective, short-sighted, inconsistent punishments and negative teacher attitudes towards students are also factors that promote inappropriate behaviors in the classroom. (Wasicsko and Ross, 1994)

The lack of skills and strategies for self-control are yet another probable cause of inappropriate behavior in the classroom. According to Patterson (as cited in Anderson and Prawat, 1983), methods of self-control are not innate in all children and therefore must be taught to those who are unfamiliar with these strategies. When confronted with conflict, attempts to deny or ignore it can result in violence in schools. By teaching students to constructively manage adversity, school systems can utilize the positive aspects of conflict which include motivation to learn, increased achievement, healthy social and cognitive development, and higher level reasoning and long term retention skills. Enriched relationships, increased ego strength, a clearer sense of self and the ability to change and compromise are also benefits that can be gained from learning to deal with conflict.

Even though these causal factors may have an impact on the problem at both of the research sites, some have more of an impact due to the number of students they affect. The factors that affect both of the research sites include:

- students' lack of social skills
- substance abuse
- marital discord and divorce in the home
- exposure to violence in the mass media
- student depression
- loneliness
- little or no daily parental contact
- poorly written and or enforced behavior policies in the school
- teachers who use self-defeating discipline strategies
- schools that do not have social skills development in their curriculum

Other factors, that may have an impact on some students at both of the research sites but primarily affect the students at site A include:

- victimization
- spousal abuse
- poverty
- a lack of parental involvement in the school
- a lack of skills and strategies for self-control
- a lack of skills in dealing with conflict.

Although all of the above mentioned factors contribute to inappropriate classroom behavior, it is obvious that those basic social skills necessary for positive interpersonal interactions are lacking for many of our nations youth according to LeCroy (as cited in Iannaccone et al., 1992). While schools acknowledge the importance of good interpersonal skills, a positive, accurate view of self, and a strong value (character) base in their goals and philosophy statements, few address them

specifically in their curriculum. According to The National Education Association, Education Policies Commission (as cited in Iannaccone et al, 1992):

> It appears that we have lost sight of some of the fundamental goals of our educational system, namely to foster the development of human relationships and to facilitate the acquisition of respect for other persons, develop students' insights into ethical values and principles, and strengthen their ability to live and work cooperatively with others. (p.111-112)

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

The Literature indicates that there are many possible solutions to the growing number of discipline problems in schools due to inappropriate interpersonal behaviors. Among these possible solutions are: instruction in social and life skills, conflict resolution, cooperative learning, character education, and student respect and responsibility education. Research indicates that the development of a positive classroom climate may also aid in eliminating discipline problems in the classroom.

The lack of social skills is often viewed as a major factor in the growing number of social problems of our students. More than ever before, drug and alcohol abuse, teenage pregnancy, suicide, school drop-outs, discrimination, gang violence, violent crimes, and general anti-social behaviors are contributing factors to the demise of the social climate of the country according to Gates, Orr, Soderberg, United States Department of Education, National Center for Education Statistics (as sited in Iannaccone, Wienke, and Cosden, 1992). According to the National Education Association and Education Policies Commission (as cited in Iannaccone et al.,1992):

> To be successful socially and professionally, people need to complement their cognitive knowledge with good interpersonal skills, a strong value base (character), and a positive but accurate view of self. While schools usually subscribe to these characteristics in their goals and statements of philosophy, few address them substantially in the learning experiences they offer youth. (p.111)

The benefits from social skills instruction are seen differently by teachers. In a study conducted by Iannaccone, Wienke, and Cosden (1992), 48% of the teachers responding reported

an improved school climate and integration of students. Other areas of improvement included: contribution to teacher effectiveness (34%), student-peer relationships (38%), and teacher-student relationships (41%). Research indicates that implementation of a social skills curriculum could be beneficial in decreasing the number of inappropriate behaviors.

Today's classrooms are filled with conflict and coercion. Students often resort to disruptive behaviors as the only solution. Conflict resolution and peer mediation strategies are alternatives that teach students how to manage differences constructively. According to Johnson, Johnson, Dudley, and Burnett, (1992):

> Traditional discipline programs teach students that adults or authority figures are needed to resolve conflicts. The programs cost instructional and administrative time and work only as long as students are under surveillance. While adults may become more skillful in controlling students, students do not learn procedures, skills, and attitudes required to resolve conflicts constructively in their personal lives, at home, in school, at work, or in the community. (p.10)

By empowering children to be socially responsible and to resolve conflicts before they are allowed to escalate, students are taught to be tolerant of differences, and respect others' feelings and needs. Conflict resolution strategies such as mediation and group problem solving have been found to improve school climate and result in reduced violence, vandalism, chronic school absences, and suspensions (Bodine, Crawford, and Schrumpf, 1994). Holder and Martin (1993), believe that the positive aspects of a conflict resolution program can go beyond minimizing student conflict and improving the school climate. Increased skills in the areas of leadership, problem-solving, and communication, along with improved self-esteem and academic achievement can be benefits of such a program. In addition, because the staff spends less time settling disputes among students, there is a decrease in the amount of tension due to constant discipline problems. Clabby & Elias (as cited in Cutrona and Guerin, 1994) found that students who do not learn skills related to conflict resolution when they are young, are likely to have problems in later life that quite often lead to illegal behaviors.

Cooperative learning is an instructional method in which students of all academic abilities work together in small groups toward a common goal. The success of each student is dependent on the collaboration of the group as a whole. The traditional classroom approach encourages competition among students, which often results in win \ lose situations where one student wins at the expense of others (Slavin, 1987). Research indicates that cooperative learning has significant advantages over the traditional classroom setting in both the areas of intellectual and social development.

Currently, there are five schools of thought concerning cooperative learning programs though many teachers use different parts of each model in developing their cooperative learning classroom. The five models include: the conceptual approach, the curriculum approach, the structural approach, the group investigation approach, and the IRI synthesis approach.

The conceptual approach, created by Roger and David Johnson, emphasizes instruction of social skills with guided practice. Johnson and Johnson believe that for an activity to be cooperative learning, five crucial characteristics must be present, otherwise it is merely creative grouping. The five characteristics include: face-to-face interaction, individual accountability, cooperative social skills, positive interdependence and group processing. This method enhances the creative teacher's existing curriculum, but many teachers find it time consuming both in creating instructional materials and in time away from content areas (Bellanca and Fogarty, 1991).

The curriculum approach, created by Robert Slavin, consists of four curriculum packages addressing math and language arts. The curriculum packages: Team Accelerated Instruction (TAI), Cooperative Integrated Reading and Composition (CIRC), Teams, Games, Tournaments (TGT) and Student Teams, Achievement Division (STAD) each include cooperative learning components within the material. These programs are daily, pre-set lessons and strategies that take little preparation and offer instructional variety. However, there is no direct teaching of social skills, the program discourages transfer, and there are a limited number of curriculum packages available (Bellanca and Fogarty, 1991).

Spencer Kagan's structural approach is based on creation, analysis, and application of content-free structures. These structures are methods in which a teacher designs a task for the student to complete. The structures include; Match-ups, with student-to-student interactions, Jigsaw, where each student in a group studies part of the information and then teaches the other members, and In-Turn, where individual students take turns in a specific order. This method of cooperative learning is simple and easy to use, adds variety to daily assignments, and lends itself to problem solving and the application of thinking tasks. Disadvantages of using this method include an assumption that students will transfer cooperative skills and behaviors from other activities therefore, formal social skills instruction is not included and many teachers restrict its use to low-level classroom tasks such as spelling (Bellanca and Fogarty, 1991).

In the group investigation approach created by Sharon and Sharon, students work together to create a plan to investigate and find answers to questions about a broad topic. Each student decides on a subtopic, investigates for information, analyzes, and draw conclusions. The group then takes this information and creates a formal report which they present to the class. After the presentation, students self-evaluate their work. This model is very structured and presents a step-by-step procedure. It encourages communication skills, cooperative social-skill development, student-to-student interaction, creative problem solving, and encourages inquiry. However, if students have not been instructed in the areas of asking questions, positive interactions, handling open-ended tasks, solving problems or coming to a consensus within a group, this model will not be successful (Bellanca and Fogarty, 1991).

A fifth model, IRI synthesis, is a combination of the four models of cooperative learning with an emphasis on critical and creative thinking. Along with Johnson and Johnson's five components of cooperative learning, IRI includes an additional element of thinking for transfer. This approach facilitates transferring knowledge and skills across all curricular areas and into real life. This model, however, takes a great deal of time in an already overcrowded curriculum. The ability to apply and process information is more important than students memorizing great quantities of information. IRI synthesis requires intense and supportive staff development and is

difficult to test with standardized tests because it elicits intelligent behavior not necessarily test results.

Cooperative learning has important implications in developing peer relations, leadership and group skills, mutual respect and tolerance, higher levels of self-esteem and better understanding. Research shows that without opportunities to develop these skills, students can become caught in a self-defeating cycle as they try to satisfy their own needs for recognition, acceptance and belonging. Students can then often become disruptive, be labeled as behavior problems, withdraw, or even give up. The cooperative learning environment provides opportunities to satisfy students' needs (Hill and Hill, 1990).

Over 100 research studies have documented the success of cooperative learning (Tyrrell, 1990). Slavin, Leavey, and Madden (as cited in Hauserman, 1992) found that students who worked cooperatively, demonstrated more positive behaviors and attitudes than those students in control groups. There is a positive correlation between cooperative attitudes and intrinsic motivation, self-esteem, helpful attitudes toward peers, pleasant regard for school personnel, and the open expression of feelings and ideas according to Owens and Barnes, (as cited in Hauserman, 1992). In a study, over a five year period, by Soloman, Watson, Schaps, Baltistich and Soloman, 1990 (as cited in Stevens and Salvin, 1995) it was found that students not only improved social problem-solving and prosocial behavior skills but also their adherence to democratic values.

Good character has been defined as knowing, desiring, and doing the good (Lickona, 1991). The widespread increase in crime, lack of self-control, and the deteriorating morals and values of today's youth, have heightened the need for character education. Disturbing statistics, such as over a twenty year period (1968-1988) violent crime increased fifty-three percent for the age group of seventeen or under, is evidence that our society is changing (Lickona, 1991). Theodore Roosevelt stated, "to educate a person in mind and not in morals, is to educate a menace to society" (Lickona, 1991, p.3).

Traditionally, family, church, and schools have been the primary teachers of character education. The increase of one parent families and the decrease of church attendance has resulted

in the decline of family and religious influence. Historically, the formation of character has been the goal of education (Kalish & Hieronymi, 1994). Ethically, schools must contribute to the moral health and character of the young (Lickona, 1991).

There are conflicting views about character education in schools. There are those who believe that parents and the church should be the character educators of our youth. Research shows that some don't trust the educational system to teach their values (Barth, 1994). Another criticism is the overcrowded, mandated curriculum, which does not allow time to address character education.

There is growing support for schools to teach character education. Schools have been identified as the most important extra-familial environment to promote character education. Existing programs include the American Institute of Character Education in San Antonio, Texas which offers materials for K-6 that illustrate kindness, generosity, and honesty through discussion of stories (Leming, 1993). The Child Development Project in San Ramon, California, implements cooperative learning, literature to develop empathy, moral reasoning, and self discipline as its basis for teaching character (Lickona, 1991). Jefferson Center for Character Education teaches honesty, perseverance, tolerance, and respect in its program (Leming, 1993). Several schools around the country are also requiring students to complete community service and participate in citizenship training in order to gain an understanding and respect for the law.

Research shows that over the long term, problem behaviors can be reduced (Leming, 1993). The Child Development project showed significant improvement in the areas of classroom behavior, playground behavior, social problem-solving skills, and commitment to democratic values (Lickona, 1991). In the area of high-pressure academic accountability, it is important to note that these gains have been achieved without any sacrifice in academic achievement (Lickona, 1991).

William Kilpactrick said, "The core problem facing our schools is a moral one. All the other problems derive from it. Even academic reform depends on putting character first" (Lickona, 1991, p.3). Schools should expose students to understanding, internalizing, and acting

upon character values (Lickona, 1991). Parents, educators, and community leaders need to work together in order to ensure that character education is being taught to every child.

It is commonly believed that the church, community, and home offer less guidance today than in the past (Anderson & Prawat, 1983). One area needing guidance is respect and responsibility. Respect and responsibility need to be patterned, modeled, discussed, and internalized (Chamberlin & Chambers, 1994).

Research indicates that a student's social acceptance and behavior can be partially explained by knowing the student's social goals (Wentzel, 1994). Stiehl developed three areas of responsibility; personal, social, and environmental. Students have to make personal choices, deal with others socially, and the classroom should provide a positive environment to model responsibility and respect (Stiehl, 1993).

The literature reflects that children need to know they have some control over their own destiny and that the choices they make will effect their future. Social and personal responsibility are vital to success and must be encouraged. As a result, society as a whole will most assuredly benefit (Stiehl, 1993).

In the area of classroom management, teachers are faced with either the real or perceived inability to influence behavior. Many factors combine to make it difficult for teachers to maintain discipline in the classroom. According to Canter & Canter (as cited in Conte, 1994) these factors include: teachers inadequately trained to deal with today's behavior problems, a lower level of respect from parents and students, the idea that a "good" teacher doesn't ask for help, the content of the curriculum alone is not enough to motivate students, and more students come to school with behavior problems now than ever before. In addition, the implementation of inclusion has enabled an increasing number of students with special needs to be integrated into the regular classroom environment which results in behavior problems (Conte, 1994).

Many theories on classroom behavior management exist today. Skinner's behavior modification theory states that by rewarding appropriate behavior and ignoring or punishing inappropriateness, students learn the acceptable behaviors and repeat them, resulting in better

classroom behavior. Glasser's philosophy revolves around the idea that every behavior involves a choice, either good or bad. Teachers instruct students in making value judgments about their behavior and in the importance of making "good" choices. Ginott theorized that teachers who communicated cooperation, acceptance of the feelings of others, and avoided labels, presented a model of behavior that students could emulate. Dreikurs believed that students should be given the opportunity to create rules and consequences that constitute the classroom discipline plan. By taking ownership, students learn the importance of making decisions and the value of acceptable behaviors. Kounin's management theory suggests that teachers who are aware of what is going on in the classroom at all times and are able to deal with more than one problem at a time, are better classroom managers (Conte, 1994).

One management program that incorporates these theories is Discipline With Dignity, which offers strategies and teaches skills for dealing with anger and disruptive behaviors. The authors of the program believe that dealing with student behaviors is the responsibility of the teacher, that it's important to treat students with dignity, and on an individual basis, and that taking responsibility for one's behavior exceeds the importance of compliance. The program further suggests that consequences be firm, clear and consistent, and should never be embarrassing for the students. (Conte, 1994)

Another management program, Teaching Children To Love Themselves, emphasizes techniques to improve students' self-esteem. By improving their self-concepts and raising personal expectations, students will increase the behaviors that make them feel better about themselves. (Conte, 1994)

Assertive Discipline is a classroom management program developed around four basic concepts: 1.) behavior is a choice, 2) all students have the right to learn in a disruption-free environment, 3) teachers have the right to teach in a disruption free environment, 4) no child should be allowed to act in a way that is not in his/her best interest. (Conte, 1994)

The use of a Student Peer Mediation program such as the one incorporated in Conflict Resolution, develops communication and problem-solving skills among students. Mediators guide

two or more of their peers, who are engaged in a disagreement, through active listening, questioning, and problem-solving techniques, thereby, finding unique solutions to their dispute (Conte, 1994).

It is important that students be instructed in an environment that is both intellectually and emotionally conducive to learning. Both students and teachers deserve the right to function in an environment free from disruptions caused by inappropriate behavior. Hechinger (as cited in Conte, 1994, p.313) states that, "With effective implementation of classroom management strategies, both students and teachers can maximize their full potential and benefit from the educational process."

A thorough review of the literature indicates that each of these solution strategies could decrease the number of inappropriate behaviors in the classroom. While instruction in social and life skills, character education, student respect and responsibility education have all proven to be viable solutions, cooperative learning programs encompass many of the positive aspects of each of these programs, while allowing for the coverage of content areas. According to Johnson and Johnson, Leming and Hollifield, and Slavin (as cited in Tyrrell, 1990) pro-social attitudes and behaviors, classroom climate, internal locus of control, acceptance of mainstreamed students, and the liking of school and learning, can all be positively effected by the implementation of cooperative learning in the classroom. Many teachers find they have fewer behavior problems and students are more cooperative, are concerned with classmates feelings, listen better, and show greater tolerance for the weaknesses of others (Tyrrell,1990).

The action plan will indicate that a conflict resolution program will be implemented in school site A, where a high incidence of aggressive, inappropriate behaviors exist. Bodine, Crawford, and Schrumpf (1994) stated that:

> The ability to express and resolve conflict is central to the peaceful expression of human rights. The skills and strategies of conflict resolution are also the skills of peace. Conflict resolution and peace-making can be viewed as responsibilities inherent in citizenship in democratic society. When children peacefully express their concerns and

seek resolutions to problems that take into account common interests, they not only promote the values of human dignity and self-esteem, but also advance democracy. (p.3)

A community project will be implemented along with these programs at both sites to encourage transfer of the social skills developed in the programs.

Project Objectives and Processes

As a result of increased instructional emphasis on social skills, during the period of September 1996 to January 1997, the targeted students will decrease the number of inappropriate behavior incidents as measured by the number of office/discipline referrals, teacher observational checklists, student surveys and a review of teacher journals.

Based on the review of the literature and the project objectives, the following processes are necessary:

1. Materials and activities that foster cooperative and positive interpersonal relationship skills will be developed.
2. Community/school service projects that will incorporate and facilitate transfer of cooperative and positive interpersonal relationship skills will be developed.
3. Materials and activities that develop the skills necessary to resolve conflict will be employed at site A.

Project Action Plan

In order to achieve the stated project objectives, students will engage in activities that will develop cooperative skills and positive interpersonal relationship skills. Students will be assigned to groups of 3 to 5 students. The groups will be culturally diverse, of mixed ability and instructed by the classroom teacher. Interpersonal skills that will be addressed include: establishing eye contact, sharing materials, and using appropriate manners. Cooperative skills include communication and cooperative team skills. Communication skills that will be targeted include attentive and active listening, and making appropriate responses. Understanding the roles

of different team members and the expectations for getting along are skills that will be focused on within cooperative teams.

Formal instruction of cooperative and positive relationship skills will be scheduled from 1 to 3 times per week. These skills may be addressed through individual, small group or whole class instruction. Reinforcement of new and previously learned skills will be an on-going process throughout the implantation period.

Several teaching techniques will be used to both introduce and reinforce skills throughout the project. Introduction activities that will assess prior knowledge include: KWL charts (see Appendix G) and T-charts (see Appendix H). Teacher modeling of appropriate behaviors and role playing activities will also be used. Reinforcement of activities and skills will include: cause and effect charts (see Appendix I), webs (see Appendix J), agree/disagree charts (see Appendix K) and group problem solving activities.

Teaching strategies that will be used include pair, group and team projects. Group presentations will also be used to encourage team building and reinforce concepts. Higher level thinking skills will be enhanced through the use of think-pair-share and problem solving activities.

Goal setting, control signals and positive/negative consequences are all operational techniques to be used during the implementation of the project to accomplish the objectives. Goal setting may consist of individual or classroom goals that will be accomplished within a set amount of time. Control signals, such as hand raising, giving a peace sign, blowing a whistle or turning off classroom lights, will be used to quiet the class during activities. Positive/negative consequences such as time-out or detentions as well as free talk or activity time will be used in order to maintain a productive learning environment.

Throughout the action research implementation period, students will be asked to participate in a variety of community and school service projects. These projects may include recycling, canned food drives and environmental awareness activities such as litter pick-ups and grounds enhancements around school properties. Students will be assigned to task groups that may be student and/or teacher selected. Many of the same teaching methods and strategies used

to develop cooperation and interpersonal skills, such as KWL, agree/disagree and T-charts, modeling, PMI's and webs, will be used before, during and after these activities to encourage transfer and student reflection. Along with cooperative and interpersonal skills, using appropriate behaviors, handling materials and equipment safely and pedestrian safety during out door activities, will be emphasized during the activities. A sense of accomplishment and pride along with building self-esteem, will be addressed through learning about civic responsibilities and helping others.

At site A, a conflict resolution program will be implemented to further develop the students' abilities to address conflict in appropriate ways. Learning tolerance, respecting and appreciating diversity in others, and understanding everyone's basic need for power, love, freedom and belonging will be emphasized during the program. The teaching techniques and strategies that will be used include role playing, think-pair-share activities, partner and team projects, group presentations, and student produced collages along with the methods used in developing cooperative and positive interpersonal relationship skills.

Cooperative and positive interpersonal relationship skills will be assessed through the use of observational checklists, teacher journals, office/discipline referrals, student surveys, student journals and reflections. Observational checklists will be used the first two and last two weeks of the implementation period, in order to assess student behavior. Teacher journals will be used to document weekly activities, student behaviors, and teacher reflections. Student journals, reflections, and surveys will be used to asses student perceptions of classroom behavior. Records of office/discipline referrals will be used to monitor the number of incidences involving severe inappropriate behavior that cannot be addressed in the classroom or occurred elsewhere.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this project was to reduce the incidents of inappropriate behaviors in students. The implementation of cooperative learning activities, using positive interpersonal relationship skills and school/community projects used to facilitate the transfer of the social skills that were presented through direct instruction, were selected to effect the desired changes. A conflict resolution program was also implemented at site A to further develop the students' abilities to appropriately address conflicts.

The targeted students at site A consist of a regular division fifth grade class and a part time inclusion special education class. The inclusion class included a special education teacher cooperating with the intervention and eight to ten students, that due to their low academic abilities and challenging behaviors, could not participate in the full inclusion programs at the school. These students ranged in grade levels from fifth to eighth. These students were included with the fifth grade class for physical education, science, social studies, art, and enrichment period each day. The enrichment class period was used for conflict resolution instruction, class meetings, and community/school service projects along with content area enrichment topics such as butterfly lifecycles, current events with the newspaper, and 4-H nutrition. Periodically, as activities permitted or necessitated, the students were included in English, math, reading, spelling, and computers. The inclusion class special education teacher was not present during the two week post intervention observation period.

Cooperative learning was used to teach cooperative and positive interpersonal relationship skills and as an instructional technique in presenting both curricular subject matter and concepts in

a conflict resolution program. Procedural guidelines, such as the use of three and six inch voices, the responsibilities of the different roles within the group, and appropriate behaviors while working in groups, were presented in whole class instruction and reinforced throughout the intervention. Partners and base groups were established during the second and third weeks of school and maintained for most of the intervention. Some modifications were made due to students enrolling or leaving the class. Also teacher/researcher observations of student interactions prompted a few modifications in the groups or pairs.

Team building activities, such as the "Puzzle Activity" and "What's in the Box" were implemented during the first month of the intervention to encourage and illustrate the positive aspects of cooperation. Lesson plans for these team building activities are found in Appendix L.

Specific social skills and concepts were presented by the teacher/researcher and practiced by the students either in base groups or with partners. The social skills areas chosen to be emphasized during the intervention included: co-existence skills, communication skills, and responding to conflict. Co-existence skills include making eye contact, sharing materials, and using appropriate manners. Communication skills included making appropriate responses and listening both actively and attentively. The skills emphasized in responding to conflict include negotiating, understanding how conflict escalates, and assertiveness skills. Formal instruction of these social skills, combined with conflict resolution skills, occurred one to three times per week and were reinforced continuously throughout the intervention.

Subject matter content was modified so that students could practice and to provide reinforcement and transfer of the social skills. The modifications were primarily made in science and social studies curricular areas but were incorporated in all subject areas in cross-curriculum units. A sample modified cross-curricular unit can be found in Appendix M.

A conflict resolution program was also implemented at site A. Creating the Peaceable School conflict resolution program was used for most of the intervention, but other programs were used to supplement the curriculum. The program was presented by the teacher/researcher

and was introduced during the third week of school and continued throughout the intervention. The cooperative learning partners and base groups were used during the intervention period.

Key concepts that were introduced and reinforced include: basic needs (see Appendix N), attentive and active listening, hard and soft responses, and tolerance/acceptance. The original plan included mediation, but this level was not completed by the end of the intervention. "Understanding Conflict" and "Understanding Peace and Peacemaking" were areas that were addressed but were not included in the original plan.

The program was scheduled for four instructional periods per week. Reinforcement was continuious througout the intervention. Cooperative learning activities and modified subject matter lessons were used to reinforce and transfer conflict resolution skills. Students participated in self-evaluations as well as partner activities, role playing, group presentations and team projects. These activities included: partner interviews (see Appendix O), How I Show Respect, (see Appendix P), posters, collages, group tall tale stories, and science reports.

Community and school service projects were also implemented to facilitate the transfer of social skills. Developing self-esteem and a sense of civic responsibility were also goals that the teacher /researcher hoped to reach through these projects. The projects at site A included an aluminum can recycling project, with the money earned being donated to the school, school grounds clean-up days, and beautification of the school grounds by planting flowers. From these projects, other projects developed such as collecting food for a Food Share Can-a-thon, growing plants and flowers from seeds that would be used at the school and a "Habitat For Humanity" project as part of Operation Snowplow, raising worms to recycle vegetable food scraps and create compost for germinating flower seeds, collecting money for kids with leukemia, and operation "Spic and Span," where students picked up the schools hallways as they passed through them. The students also created a logo and name for the projects and activities they participated in. They called themselves "The Kids Who C.A.R.E." C.A.R.E. is an acronym for "care and respect earth" or "care and respect everyone" depending on the activity.

Appropriate behavior and using "good manners" were stressed during all activities. Saying "please," "thank you," and "your welcome" were continually emphasized and recognized when used. Thank you cards and notes of appreciation were written by the students to staff members or members of the community who made donations or helped in the community projects.

The original plan called for three or more project days, but this was modified both for the original project activities and for the additional projects. Academic areas were also incorporated into these projects such as math activities creating graphs showing the amount of money earned through recycling the aluminum cans, writing assignments and science activities. Students worked with their partners, in cooperative learning base groups and in teacher or student created task groups during these activities.

Throughout the intervention, student behavior and progress were monitored through the use of teacher observations and journals, and daily behavioral checklists that were part of the grade level discipline plan. Student reflections on PMI charts (see Appendix Q), journal stems (see Appendix R) completed in their journals and discussions during class meetings, also aided in monitoring progress. Self-evaluations on how the students handle conflict (see Appendix S) and a self-monitoring behavior checklist (see Appendix T) were also implemented during the intervention.

Student and/or teacher-led classroom meetings were held one to two times per week. During these meetings community and school projects were discussed, along with conflicts the students were having with each other. This time was also used for "Catch Someone Doing Something Nice," where students had the opportuntiy to identify other students whom they had seen or been the recipient of, positive interactions.

During the intervention, the students at site A were also involved in a drug abuse program that was part of the fifth grade curriculum. The Drug Abuse Resistance Education (D.A.R.E.) program not only discussed drug abuse and the consequences of using drugs but also peer pressure, appropriate types of responses, ways to give compliments, resolving disagreements

explored through the use of role play, class discussions, t-charts, cause and effect charts, posters, and high school role models.

At site B, cooperative learning was used to teach social skills and was also employed as an instructional technique to practice the transfer of that learning and in specific content areas. The social skills were presented as a combination of skills and were not broken down into individual skills on specific days. The social skills addressed included: eye contact, speaking voices, the sharing of equipment, listening skills, positive suggestions, and non-disruptive behavior.

Students were allowed to choose their own seating order each day and base groups of two to three students were selected by the students. Daily seating arrangements could change but the base groups were maintained throughout the intervention. If unacceptable behavior occurred, for example speaking voices turned into shouting voices, verbal reminders were given. Continued violation of the expected behavior resulted in the relocation of that student and a possible reduction in grade.

Review of the social skills was a continuous process. Specific lessons, such as review time, could be done individually or in pairs, as chosen by the students. Base groups were used for specific teacher guided projects, such as Alpha Values (see Appendix U).

The intervention process was divided into three sections of approximately three weeks in duration. The first segment consisted of a description of the social skills that would be emphasized and the behaviors that would be expected from each of the students. During this segment, modeling and role play were utilized to demonstrate both positive and negative aspects of each of the social skills. Some base group work was used to practice positive social skills, but most of the work was done with student selected partners.

The second segment contained opportunities for the students to practice the targeted social skills. There was a limited amount of time for the more traditional use of the skills being taught. Library and computer work, along with base group work, were provided for the conventional practice of the selected skills. The library and computer assignments allowed the

targeted students to interact with students outside the intervention. This setting created a "real life" atmosphere in which students could practice the skills.

The final segment consisted of a base group project where the students were expected to transfer social skills into a real life situation. A project was to be completed entirely during class with all equipment furnished and shared by all base groups. This segment included only those students involved in the intervention, but did allow them to interact freely with others in the class. Interaction with all class members was not only encouraged but required to complete the assignment successfully. The project grades were the same for all members of the base group. A sample lesson, "You Are The Engineer" is found in Appendix V. During the three segments, the six targeted social skills were emphasized with no one skill given more importance than another during the intervention period.

The community projects were implemented at site B to increase the social awareness of the targeted students. These projects included recycling aluminum cans and a canned food collection. The students organized and monitored aluminum can collection barrels throughout the school during the intervention period. Funds raised through the collection were donated to the school. During the two weeks prior to Christmas vacation, the students also participated in the annual canned food drive for the needy. Neither community project directly benefited the students participating.

The teacher/researcher would like to note that the intervention may have been impacted by the "block 8" scheduling system utilized at site B. With this system, each class meets for 80 minutes, every other day. Students attend four classes on "A" days and four different classes on "B" days. During the intervention, the targeted students participating in the intervention, attended class on either "A" or "B" days. Multiple activities were scheduled for each class session and students met for the same number of minutes as a traditional schedule setting but the number of sessions during each of the observation periods were fewer. Data collecting during the two week period consisted of five class sessions for both groups of students at site B.

Presentation and Analysis of Results

To assess the effects of the cooperative learning and conflict resolution training on student behavior at both sites, pre and post intervention behavior observational checklists were kept. During the last two weeks of the intervention, student behavior was recorded for one class period each day. A comparison of the pre and post intervention observational behavior at site A is presented in Figure 4

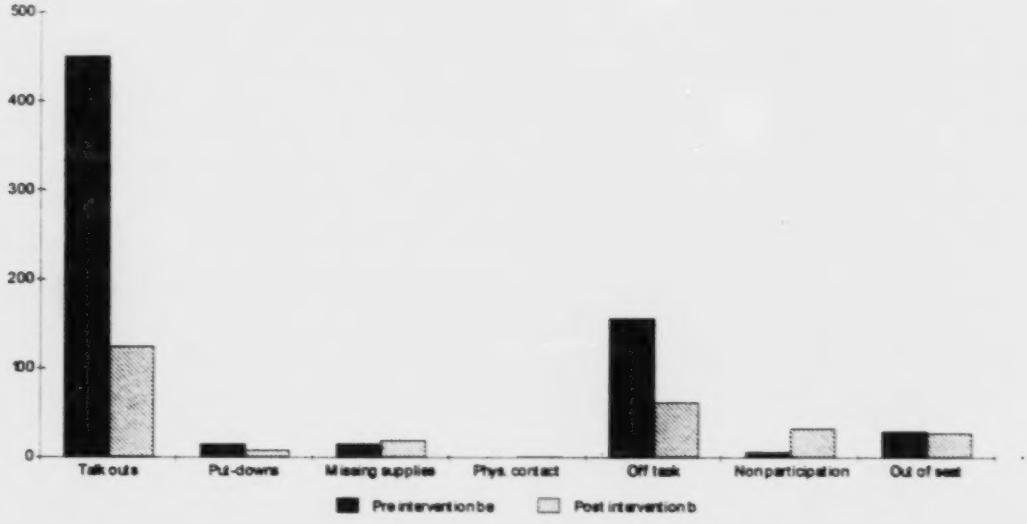

Figure 4. Comparison of pre and post intervention observed behaviors at site A.

The data in figure 4 indicate that the intervention appears to have had a positive effect on most of the targeted behaviors. The inappropriate physical contact category was increased by one incident in the post intervention observation period. There was also a slight increase in the frequency of "missing supplies" during the period. The observation checklists, teacher journal entries, and lesson plans indicate that one-third of these incidents occurred during one observation day when students were expected to bring materials not usually required.

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The number of students engaging in the inappropriate behaviors decreased in most of the categories. Table 5 presents the number of behaviors and the number of students committing the behaviors during the pre and post intervention period at site A.

Table 5.

Comparison and Number of Pre and Post Intervention Researcher Observed Inappropriate Behaviors At Site A.

	Pre intervention behaviors	Post intervention behaviors	# pre inter students observed	# post inter students observed
Talk outs	450	124	33	22
Put-downs	15	8	10	4
Missing supplies	15	19	10	9
Phys. contact	0	1	0	1
Off task	155	61	30	23
Nonparticipation	6	32	5	13
Out of seat	29	27	14	9
Other	4	3	2	3

The data in figure 4 indicate that the intervention appears to have had a positive effect on most of the targeted behaviors. The inappropriate physical contact category was increased by one incident in the post intervention observation period. There was also a slight increase in the frequency of "missing supplies" during the period. The observation checklists, teacher journal entries, and lesson plans indicate that one-third of these incidents occurred during one observation day when students were expected to bring materials not usually required.

As the data in Table 5 indicate, the behaviors in the category of nonparticipation had the greatest increase in frequency. Though this behavior increased over 433 percent, behavior checklists indicate that 56 percent of the incidents were committed by only three students. The socially oriented behavior of "talking out" decreased in frequency by more than 72 percent with the number of students committing the infractions decreasing by one-third. Another socially oriented behavior, "put-downs," decreased by over 46 percent and the number of students

committing the behavior decreased by 60 percent. Off task behaviors also decreased by almost 61 percent with the number of students committing the behaviors decreasing by 23 percent. The frequency of "out of their seats" behaviors, at inappropriate times, also decreased slightly after the intervention. Behavior checklists indicate that 70 percent of the "out of seat" behaviors were committed by only one student. The teacher/researcher's notes also indicate that although the student was out of her desk and the behavior was recorded as such, the student was simply standing by her desk and remained on task.

As stated earlier, the teacher/researcher journal entries indicate that the regularly special education inclusion teacher, who had been participating throughout the intervention, was not present during the post intervention observation period. Several substitutes teachers were used until a permanent replacement was found. The results of the post intervention behavior checklist may have been impacted by these events.

A comparison of the pre and post intervention behavior checklist at site B is presented in figure 7.

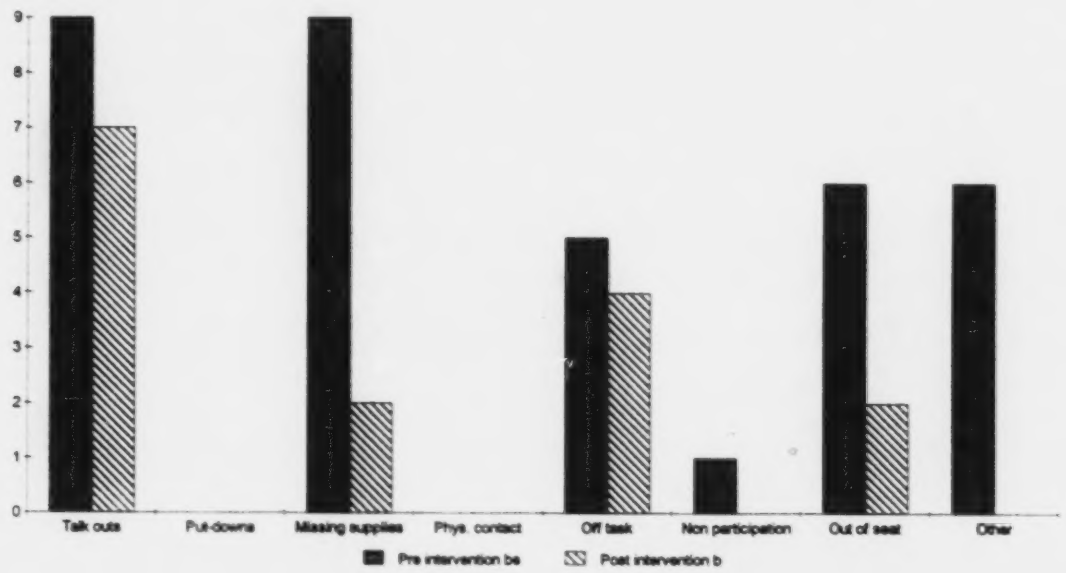

Figure 7. A comparison of the pre and post intervention behavior checklist at Site B.

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As the data in figure 7 indicate, all categories of inappropriate behaviors committed by students in the pre intervention observation period decreased during the post observation period. "Talk outs" and "out of seat" behaviors, considered socially oriented by the teacher/researcher, decreased by over 30 percent and 66 percent, respectively. The number of students committing the "out of seat" behaviors decreased by 50 percent. The category of missing supplies decreased by 77 percent in the post intervention observation period when compared to the pre intervention period. This data is presented in Table 7.

Table 7

Comparison and Number of the Pre and Post Intervention Researcher Observed Inappropriate Behaviors at Site B.

	Pre intervention behaviors	Post intervention behaviors	# pre inter students observed	# post inter students observed
Talk outs	9	7	4	5
Put-downs	0	0	0	0
Missing supplies	9	2	6	2
Phys. contact	0	0	0	0
Off task	5	4	5	4
Non participation	1	0	1	0
Out of seat	6	2	4	2
Other	6	0	4	0

The data in Table 7 indicate that there was a 20 percent increase of the number of students engaging in the inappropriate behavior of "talking out". All other categories showed a decrease in the number of students committing the infractions. The greatest decrease in the number of students engaging in the inappropriate behaviors was in the category of missing supplies. The number of students committing this behavior decreased by 66 percent.

The targeted students at site B were also given a post intervention survey to complete. The survey asked students to identify the behaviors they had observed in class and feel that

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interfere in their learning since the intervention. A comparison of the pre and post intervention surveys are presented in Table 8.

Table 8.

Comparison of Categories of Inappropriate Behaviors Observed By Students at Site B.

	Pre Intervention Student Observed Behaviors	Post Intervention Student Observed Behaviors	Pre Intervention Behaviors Interferring in Learning	Post Intervention Behaviors Interferring in Learning
Talk outs	13	9	13	11
Put-downs	12	9	3	3
Not following directions	9	9	3	3
Talking back	8	4	6	4
Not paying attention	13	10	6	5
Out of Seat	3	4	1	1
Not prepared	11	10	3	1
Not participating	3	3	0	0
Inappropriate phys. contact	1	1	0	0
Other	2	1	1	1

As the data in Table 8 indicate, students did report a decrease of 60 percent in the targeted inappropriate behavior categories. Only the "out of seat" category showed an increase in student observed behaviors. The other socially oriented behaviors of "talking out" and student "put downs" both decreased by at least 25 percent. The category of behaviors observed by students that decreased the greatest percentage was the student to teacher behavior of "talking back." The number of students who observed "talking back" behaviors decreased by 50 percent during the post intervention survey.

Office referrals and the teacher/researcher journal, at site B indicate that during the intervention period, one of the targeted students was suspended from school. The suspension was

The student's behavior did not involve any other students or staff members and occurred during the month of September.

At site A, in addition to the observational checklists, students completed a self monitoring checklist for their own behaviors. Students monitored their own inappropriate behaviors for a period of five days. The student self-monitoring behavior checklist was used as a tool to gain student reflections and to facilitate students in taking ownership of their own behavior. The teacher/researcher observed that not all of the students recorded all of their inappropriate behaviors but that the checklist did reflect trends in their behaviors. The checklist also asked students to analyze which were their best and worst behavior days during the week by comparing the number of behavior incidents. Days with the same number of total inappropriate behaviors were weighted equally by giving each day an equal percentage of the point. This data is presented in Table 9.

Table 9

Best and Worst Day Categories Identified By Students Using the Self-evaluation Behavior Checklists at Site A.

	Monday	Tuesday	Wednesday	Thursday	Friday
Best behavior day	4	2	1.25	7.5	20.25
Worst behavior day	1.5	3.5	27	1	2

The data in Table 9 indicate that Friday was the day that most of the students, 73%, had the fewest number of behavior incidents recorded. The teacher/researcher journal entries and daily behavior checklist indicate that for most students there were fewer inappropriate behaviors recorded on Fridays. Student reflections indicate that this may be due in part to the fact that on Fridays, weekly behavior incentives were awarded. The data also indicate that Wednesday was the day that most students recorded the largest number of inappropriate behavior incidents on their self-monitoring checklist. The teacher/researcher journal entries and daily behavior checklists also support this data. Student reflections did not indicate a reason for an increase in

inappropriate behavior incidents. Teacher/researcher journal entries and lesson plans indicate that the only consistent variable present on Wednesdays was the D.A.R.E. program. This program was presented by police officers each Wednesday during most of the intervention period.

The student self-monitoring checklist also asked students to identify the negative behavior that they used the most during the observation week. Thirty-one students out of 35, almost 89%, identified "talking out," as the negative behavior that they used the most. Pre and post intervention behavior observation checklists, daily behavior checklists, and teacher/researcher journal entries support this data.

Figure 8 presents the number of suspension issued to the targeted students at site A each month during the intervention period.

Figure 8. Frequency of suspensions by month during the intervention at site A.

Figure 8 appears to further support that the intervention had a positive effect on the targeted behavior of students. The month of October had the highest number of suspensions issued with the last month of the intervention, January, having the fewest. The data further indicated that five students had been suspended more than once during the intervention period. The teacher/researcher found it interesting that 10 of 17 suspensions involved, in some way, an incident in physical education class. Teacher/researcher journal entries also reflect that most of

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the conflicts discussed and resolved during class meetings and conflict resolution training included incidents in physical education class.

Modifide tudent surveys (see Appendix CC) were given to 35 of the targeted students at site A so that student reflections about the effects of the intervention could be gathered. Students were asked to evaluate the frequency of the targeted inappropriate behaviors at the end of the intervention period. Figure 9 presents this data.

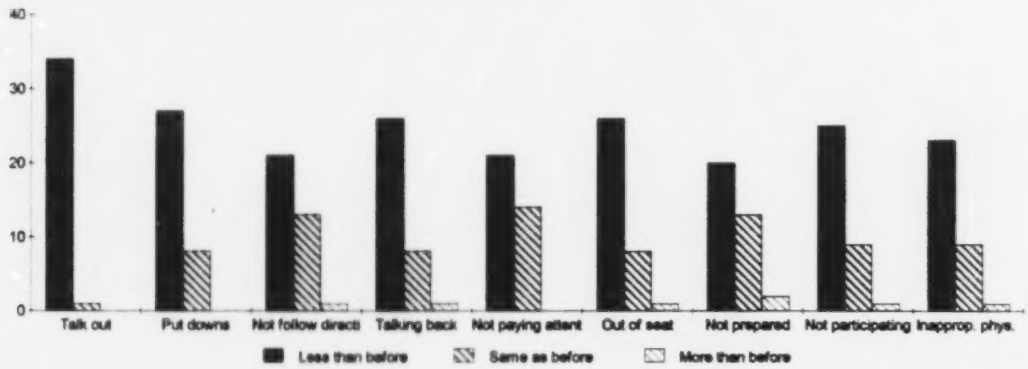

Figure 9. Categories and student ratings of the frequency of inappropriate behaviors after the intervention at site A.

The data in figure 9 indicate that in each of the categories, at least 57% of the students felt that the behaviors occurred less often than before the intervention. Ninety-seven percent of the students felt that the number of "talk out" behaviors occurred less frequently. Seventy-seven percent of the students thought that "put-down " behaviors occurred less often and 74% felt that out of seat behaviors were less frequent. All of these behaviors were considered socially oriented by the researchers.

Students were also asked if they thaought their own behavior had changed since the implimentation of the intervention.Thirty-three of the 35 students surveyed indicated that there had be a change in their behavior or attitude. One hundred percent of the students felt that the program had some degree of success in changing the targeted student behaviors. Figure 10 illustrates these data.

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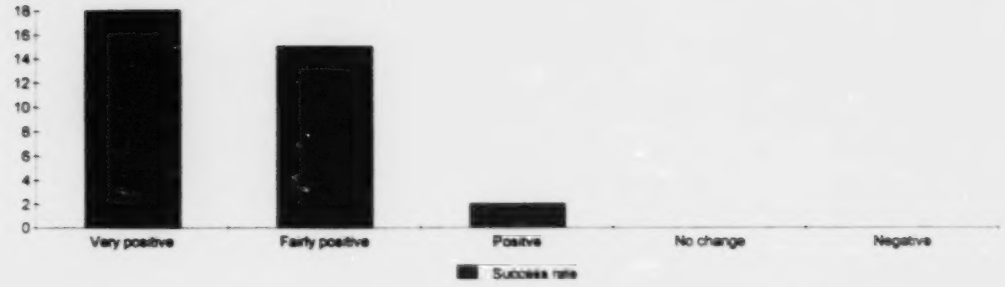

Figure 10. Student evaluations of the success rate of the intervention at site A.

Student reflections and teacher/researcher journal entries support these data. Student reflections included comments such as "I don't pick fights anymore," "I've learned to be nice to others" and "My attitude was bad and it changed. My grades have come way up and I'm proud because of it." These reflections seem to indicate that the intervention has had a positive effect on student self-concepts and self-esteem.

Additional surveys (see Appendix DD) were given to staff members who had regular contacts with the targeted students. These staff members include the principal, school secretaries, physical education teachers, the remedial reading teacher and the school librarian. These surveys were used to gain feedback from others who had continuous contact with the targeted students but were not involved in the intervention. These surveys indicated that there had been positive growth in the areas of student self-esteem, pride, responsibility, behavior, tolerance of others and their opinions and environmental awareness. One survey stated that they felt that "the cooperative learning activities taught the students to work collaboratively, and that it showed them that they could accomplish more and be more productive when they worked in groups" and that prior to the conflict resolution program, "the students fought more than normal and exhibited nontolerant behavior directed toward their peers. After the program, students were more apt to listen and evaluate a hostile situation before acting or reacting." The noticeable change in student

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Surveys were also issued to the parents (see Appendix FF.) of the targeted students at site A. These too, indicate that there was some transfer of the positive effects on behavior outside of the classroom or school setting. The surveys reflect parents noticing that the program "taught responsibility, how to get along and work with others, and how to handle and solve problems without fighting." They also indicated they felt the community projects the students were involved in helped the students learn to work together and cooperate with others, care about others who need help, build self-esteem, improve interest in school and grades, and improve behaviors at school and home. One parent stated her child now showed a "more generous and patient spirit with others." Another parent stated that her child now has a "sense of being functional part of the whole" and still another parent recommended that all students participate in a conflict resolution program.

Conclusions and Recommendations

Analysis of the data collected indicates that the improvement in student behavior varied between the two sites. At site B, the teacher/researcher feels that the students showed minimal improvement. The targeted students did appear to show some positive growth in their behavior. Inappropriate behaviors were reduced in frequency and the number of students committing the infractions in most categories was also reduced. The social skills learned during the intervention appear to have transferred to other activities and situations but not in massive amounts.

The teacher/researcher feels that the intervention did not seem to be as successful in the setting at the targeted school, as it might be in another situation. The "block 8" system of scheduling is not conducive to altering behaviors effectively. Lack of repetition and reinforcement limits the positive effects of the introduced skills. Contact with the targeted students was limited to two or three class periods per week. A longer intervention period may also improve the success gained through the intervention.

The physical aspects of the classroom may also have influenced the intervention's outcomes. Although the large classroom is carpeted and air-conditioned with tables, chairs, and adequate supplies, one side of the room consists of a glass wall which separates the room from

the library. Constant movement and distractions within the library, are difficult for students to overcome.

Finally, the age of the targeted students at site B, most are 15 to 16 years of age, could have had a negative impact on the success of the intervention. Though some success was evident and cooperative skills can be used by students of all ages, students of this age seem to be too self-indulgent to concern themselves with improving their social skills. Younger students appear to benefit more from the components of this intervention.

It should be noted that the motivation level in a drivers education classroom is traditionally very high and the teacher/researcher's reputation is well established. The requirement of passing the class to be eligible to obtain a driver's license, is very motivating for most students. This is not typical for all students of this age in other subjects.

At site A, the students showed improvement in most of the targeted inappropriate behaviors. The amount of teacher-time and effort used to intervene in student conflicts was reduced. Students, many times ask if they can have a few minutes to discuss and resolve a conflict with each other instead of letting the situation escalate. Students seem to take more ownership and responsibility for their behaviors. They often apologize without prompting when they know they've done something wrong. The number of student suspensions decreased during the intervention and student behaviors that before the intervention often escalated into more serious inappropriate behaviors, have been reduced. Interpersonal relationship and conflict resolution skills taught in the classroom and practiced in base groups were applied to content areas through the use of partners and task groups. Social skills learned through conflict resolution training and cooperative learning activities appear to have transferred to student interpersonal behaviors in activities both in and out of the classroom. Parent and staff comments reflect these positive behaviors.

One area that could be further researched might be the effect that the improved social skills and fewer inappropriate behaviors have on academics. The teacher/researcher at site A notes that during the intervention, during the first grading period, only three of the targeted

students earned a place on the school honor roll with an overall grade point of 3.00 or above. The number of students increased by almost 300 percent to 11 students. Historically, the number of students on the honor roll decreased for the second grading period at this site. Even though students are entering from another site and there often is some period of adjustment, most of the material covered during this time period is review. During the third grading period, nine students earned a place on the school honor roll. The decrease, in part, can be accounted for by the loss of two students who earlier had been on the honor roll.

The most noticeable "behaviors" gained in this intervention, were the positive attitudes and enthusiasm of the students. The teacher/researcher founds these attributes difficult to measure or document except through student comments and reflections. Not only did most students have a positive change in attitudes toward doing things that didn't directly benefit themselves, but they began "looking" for other ways to help. Many of the community/school service projects "grew" out of the original action plan. Students seem to take great pride in taking the projects one step further. Students continued to participate in projects that helped others even during after school hours and Saturdays with many participating in Operation Snowplow, an alternative to using drugs program. Students participated in a feeding the hungry program called Loaves and Fishes, reading to younger students at a primary school, and Habitat For Humanity projects that will benefit other students that attend the school. The targeted students also participated in fundraising activity for the Children of St. Jude's where earned one-fourth of the total money earned by the school.

Teachers who had no daily contact with the students, made positive comments about the student behaviors at assemblies. They commented on the students daily efforts to keep the building clean and their positive attitudes toward others and themselves. One teacher asked me to tell her the "magic secret" that I used to change their attitudes and behaviors. Still another, approached me with the idea of continuing "The Kids Who CARE" program year round on a schoolwide scale. The principal has also shown an interest in implementing a conflict resolution program, schoolwide, in the future.

No one intervention is going to be a "cure all" for all of the inappropriate behaviors committed by students at school. There are some children who are not going to be helped by a general intervention or by the classroom teacher alone. This type of intervention appears to have positive effects on the behaviors of students and has reduced the number and severity of the discipline problems at the targeted schools. The degree of success seems to depend on the severity and frequency of the behavior problems. If the inappropriate behaviors committed by students occur in great numbers, this intervention seems to benefit the students greatly. If the behaviors are less frequent, the intervention results are less dramatic but still evident. The age of the students is something that also needs to be taken into account. The younger the student, the more valuable this type of intervention seems to be in changing behaviors and decreasing the number of discipline problems.

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APPENDICES

Code # _____

Student Survey

Which of the following behaviors have you observed in our classroom?

___ Talking out

___ Students "putting down" each other

___ Students not following directions

___ Students talking back or being disrespectful teachers

___ Students not paying attention in class

___ Students out of seat without permission

___ Students not prepared for class-books, homework, supplies

___ Students not participating in class activities

___ Inappropriate physical contact-hitting, kicking, pushing, pinching etc...

___ Other inappropriate behaviors-_____

_____

Of these behaviors, which 3 do you feel interfere in your learning the most.

1. _____
2. _____
3. _____

Which of these behaviors have you done in class?

_____

_____

_____

_____

_____

Pre Intervention Student Survey Results

Site A

Observed in Class		Interfers in Learning
30	Talking Out	22
30	Put-downs	15
30	Not following directions	11
28	Talking back	15
30	Not paying attention	9
27	Out of seat	2
22	Not prepared for class	5
19	Not participating in class	5
24	Physical contact-hitting, etc...	5
2	Other - playing in desk	
2	eating candy	
3	cusing at teacher	
8	skipping school	
1	doing hair	
1	student profanity	
1	not making up homework	
1	students running in halls	
1	disrespecting teachers	

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Pre Intervention
Student Survey Results

Site B

Observed in Class		Interfers in Learning
13	Talking Out	13
12	Put-downs	3
9	Not following directions	3
8	Talking back	6
13	Not paying attention	6
3	Out of seat	1
11	Not prepared for class	3
3	Not participating in class	0
1	Physical contact-hitting, etc...	0
2	Other - banging desk	
1	profanity	1

Behavior Checklist ____Period Date _____

Student Name (code)	Talking Out	Put Downs	Missing Supplies	Inappropriate Physical Contact	Off Task	Non-participation	Out of Seat	Other
Totals								

Behavior Checklist Site A Period Date Pre

Student Name (code)	Talking Out	Put Downs	Missing Supplies	Inappropriate Physical Contact	Off Task	Non-participation	Out of Seat	Other
Week 1								
9·9·96	42	0	3	0	39	0	1	0
9·10·96	28	2	1	0	3	1	0	0
9·11·96	52	0	0	0	8	1	4	0
9·12·96	32	1	2	0	20	2	3	3
9·13·96	35	1	0	0	14	1	4	0
Totals	189	4	6	0	84	5	12	3
# of Students	33	3	5	0	28	4	8	2
Week 2								
9·16·96	55	0	0	0	10	0	7	0
9·17·96	61	6	0	0	27	0	0	0
9·18·96	82	2	2	0	12	1	3	1
9·19·96	36	0	3	0	19	0	0	0
9·20·96	27	3	4	0	3	0	7	0
Totals	261	11	9	0	71	1	17	1
# of Students	32	9	8	0	19	1	13	1
2WK Total	450	15	15	0	151	6	29	4
Totals								

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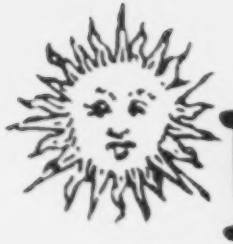
Behavior Checklist Site B Period Date Pre

Student Name (code)	Talking Out	Put Downs	Missing Supplies	Inappropriate Physical Contact	Off Task	Non-participation	Out of Seat	Other
Week 1								
9·3·96	0	0	0	0	0	0	0	0
9·4·96	3	0	0	0	2	0	1	0
9·5·96	0	0	0	0	0	1	1	1
9·6·96	0	0	0	0	0	0	0	0
Totals	3	0	0	0	2	1	2	1
# of Students	2	0	0	0	2	1	2	1
Week 2								
9·9·96	0	0	1	0	0	0	1	0
9·10·96	2	0	3	0	0	0	0	1
9·11·96	4	0	0	0	3	0	1	3
9·12·96	1	0	5	0	0	0	2	1
9·18·96	0	0	0	0	0	0	0	0
Totals	7	0	9	0	3	0	4	5
# of Students	3	0	6	0	3	0	3	4
2 wk Totals	10	0	9	0	5	1	6	6
Totals								



K.W.L. Weather Chart

K. What We **Know**	W. What We **Want** to Find Out	L. What We **Learned**

71

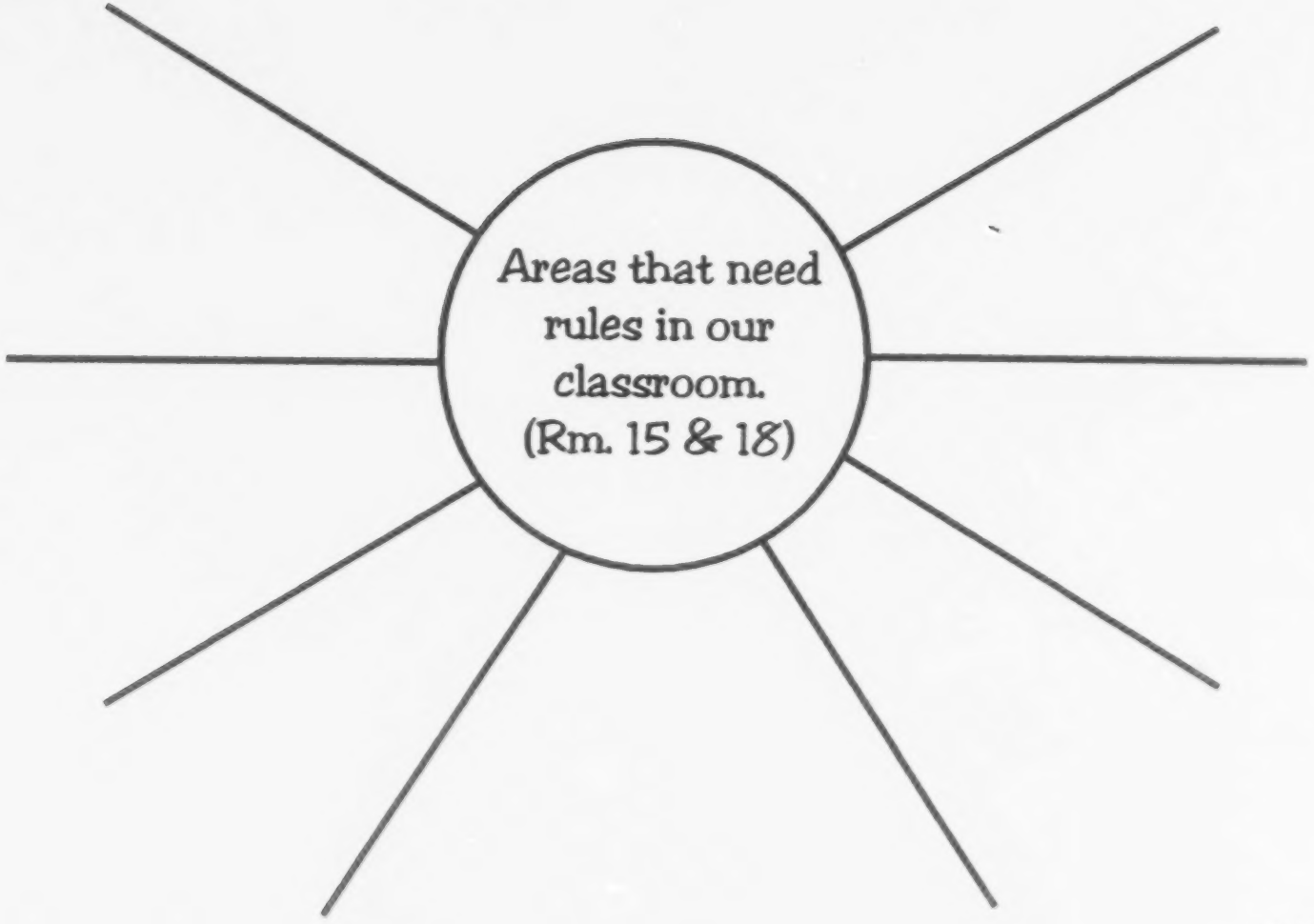
After
Conflict Resolution
T-Chart

Looks like	Sounds like

Cause and Effect

Conflict Chart

Cause	Effect
First, someone pushes you in line at lunch.	You get mad and
Then	and
Then	and
Then	and
Then	and
Then	and


Areas that need
rules in our
classroom.
(Rm. 15 & 18)

Agree/Disagree Statements

Statements	Before		After	
	Agree	**Disagree**	**Agree**	**Disagree**
1.				
2.				
3.				
4.				
5.				

The Chain Gang

The "Chain Gang" is an activity used to facilitate teamwork and cooperation among students in cooperative learning groups. After students are assigned to their groups, each group is given a small basket containing green and red strips of construction paper and bottles of glue. Students are then told that they are going to take part in a contest to see which cooperative learning group can work together and create a chain made out of the strips as quickly as possible. The pattern is then discussed and an example made by the instructor. Students are asked if everyone understood the contest and any questions are answered.

The teacher then explains to the students there is one more condition of the contest, that the students may not talk while working. A post-it is placed on a desk for each cooperative learning group. If someone in the group talks during the contest, a "strike" is put on the post-it. If any group earns three strikes, that group is disqualified from the contest. Students are then given a few minutes to work on a group strategy for creating their chain and the contest begins.

We have found that the first time students participate in this activity, they quickly learn that working together in an assembly line type of strategy works the best instead of each working individually. They often find ways of communicating without talking or using written language.

Planet Research Report Lesson

Purpose statement:

Writing a research report is a way for students to use research skills and share information and ideas acquired through reading, experiences, thinking, listening and research. Report writing is simply a way to learn how to share these things in an interesting, understandable, informed way. A report of this type depends on information acquired from resources such as encyclopedias, books, informational articles in addition to personal knowledge of the subject.

This lesson is designed as part of a cross-curricular unit on our solar system that will, within a theme, integrate different disciplines and content areas. Teachers will first model how to research a topic (the planet Earth) and write a report with the class, in their own words, using the information gathered. The importance of revisions and rewrites will also be modeled.

Students, in cooperative learning groups, will then research a planet of their own, reading for both specific and unique information. Students will write the research report using word processing skills on the computer. Students will be responsible for correct spelling, sentence structure, paragraphing form, bibliography form, and accurate information.

Objectives:

At grade level, students will be able to:

Language Arts:

use details and examples to develop topics
present materials in logical sequence
list, group and organize ideas in a logical order
write descriptive sentences
write descriptive paragraphs
proofread to correct spelling, punctuation, and grammar
use comparisons and contrast to develop the topic
obtain references (encyclopedias, books, magazines)
take notes from references

Reading:

recognize informational articles
read for information
analyze and synthesize information from a variety of sources

Science:

distinguish amoung universe, galaxy, solar system
name and describe the planets in our solar system
incorporate current developments and technological advances
contrast relevant and irrelevant information
use words to create a visual image

State Goals:

Language Arts:

Goal 1- As a result of their learning, students will be able to read, comprehend, interpret, evaluate and use written material.

Goal 3- As a result of their schooling, students will be able to write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.

Science:

Goal 1- As a result of their schooling, students will have a working knowledge of the concepts and basic vocabulary of biological, physical, and environmental sciences and their application to life and work in contemporary society.

Goal 3- As a result of their schooling, students will have a working knowledge of the principles of scientific research and their application in simple research projects.

Goal 4- As a result of their schooling, students will have a working knowledge of the processes, techniques, methods, equipment and available technology of science.

Metacognitive strategies:

KWL- The graphic organizer is used to determine any prior knowledge the students may have about the solar system and to stimulate interest in the unit.

Stem Statements- " One thing I wonder about the planets in our solar system" Using the stem statement will indicate the students' prior knowledge of the topic, prompt thinking about the topic and give students a sense of empowerment in the lesson because the statements will be used to create a worksheet that will be used to gather information for the research report.

Self-Administered Checklist- Allows the students to evaluate their report. Also, re-identifies targeted skills that will be assessed during the lesson.

PMI- (Used during Part I of the lesson) Allows for reflection and student evaluation of the activity.

Mrs. Potter's Questions-(Used during Part II of the lesson) Allows for further student reflection and assessment of the activity. Encourages transfer of skills learned and practiced in this activity.

Connecting Elephants- Facilitates transfer of skills learned during this lesson and makes a generalization about the techniques used to write a research report.

Reading and writing:

After the teachers model the procedure, in cooperative learning groups, students will use research skills to find information about a planet of our solar system. They will then read informational articles to find specific and unique information about their assigned planet. Using this information, students will then write an informative, accurate report in their own words

using sentence and paragraphing skills. Students will then use a computer word processing program to type the report.

The lesson:

Part 1- *Teacher will model how to gather information and write a report in their own words, using that information.*

1. In their cooperative learning groups, students will complete a KWL chart on their knowledge about our solar system.

2. Students are asked to finish a journal stem.
   " One thing I wonder about the planets in our solar system is..."

3. Discuss the students' questions.

4. Create a "web" of common questions for the planet reports. Using these questions, the teacher will create a Planet Fact Sheet or questionnaire that the students will use to gather information to use in creating their reports.

5. Give students copies of references for the planet Earth, to use and the Planet Fact Sheet. In their cooperative learning groups, have the students jigsaw finding the answers to the fact sheet.

6. Using the overhead, the teacher will fill in a copy of the Planet Fact Sheet to use in developing the paragraphs.

7. Discuss which pieces of information should be grouped together into paragraphs. Create sentences and paragraphs using the information, modeling the use of the dictionary to look up words.

8. Read the paper and rewrite it as necessary.

9. Students will then type the research report on the planet Earth, using a word processing program. Students will be responsible for proofreading and adding a bibliography naming the references provided and used in creating the report.

10. Using a self-administered checklist, have students self-assess their report and correct omissions as necessary. This checklist includes a reflection of student performance.

11. Have students fill out a PMI on the activity at this point.

Part II- *Students will repeat steps 5-10 in their cooperative learning groups, using references gathered on their own. Along with research skills, cooperative learning skills will also be emphasized.*

12. Have students fill out "Mrs. Potter's Questions" worksheet, reflecting on the activity.

13. Review the procedure that we used and discuss with the students how this procedure could be used for other reports.

* This "lesson" was part of a cross-curricular unit on the solar system that included the following other activities:

Reading

Mars: A Close-Up Picture - an informational article
Day of the Earthlings - science fiction story

Spelling

Vocabulary list

Math

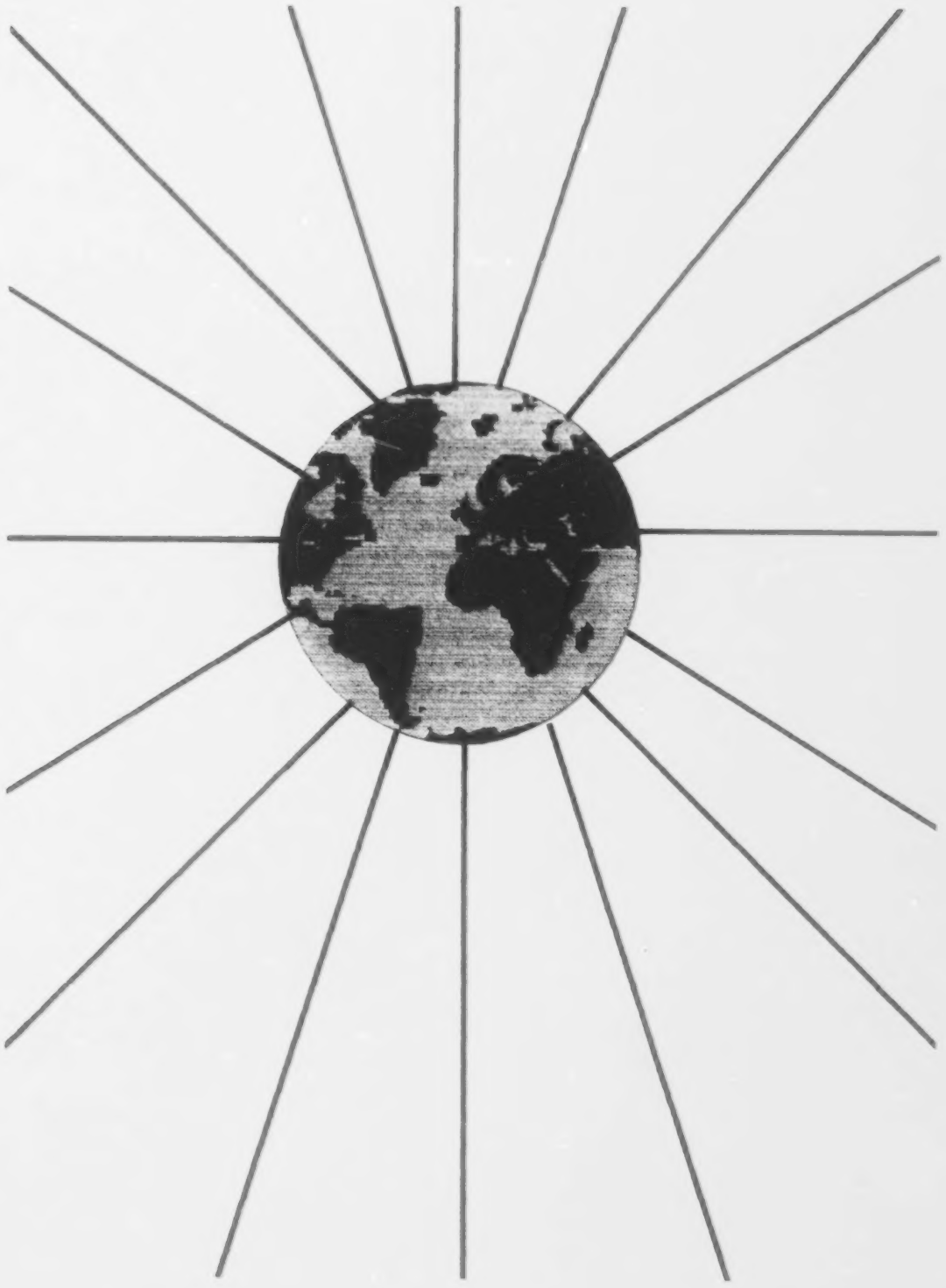
Computation of age on Mercury
Use and reading graphs and tables
Measurement of a model of the solar system to simulate distances away from the sun

Social Studies

Space exploration-space race between countries

Art

Creating a papier mache model of planets.



Planet Worksheet

Name _____

This worksheet will help you get started on your report. You may want to add other information to this fact sheet about your planet. Write additional information on the back of this sheet so you will have it.

Planet Name _____ Named after the mythical god of _____

Position from the sun _____

Number of moons and names _____

Is it an inner or outer planet? _____ Ave. distance from the sun _____

Revolves around the sun _____

Rotates on its axis _____

Size of the planet _____

Average high and low temperature _____

Have any spacecrafts visited the planet? (If so what were they named, when did they go there and what did they find?) _____

What is the surface like? _____

What is the atmosphere like? _____

What is the core made of? _____

Are there any special features about the planet? _____

Name _____
Planet Name _____
Room # _____

Planet Report Checklist

____ Did you remember to write the title and your name on the paper?

____ Do all of the sentences make sense?

____ Did you check the facts over (numbers)?

____ Did you check the spelling?

____ Do all of the sentences begin with capitals?

____ Do all the sentences end in punctuation?

____ Are all proper nouns capitalized?

____ Is there 1 space between words and 2 spaces between punctuation?

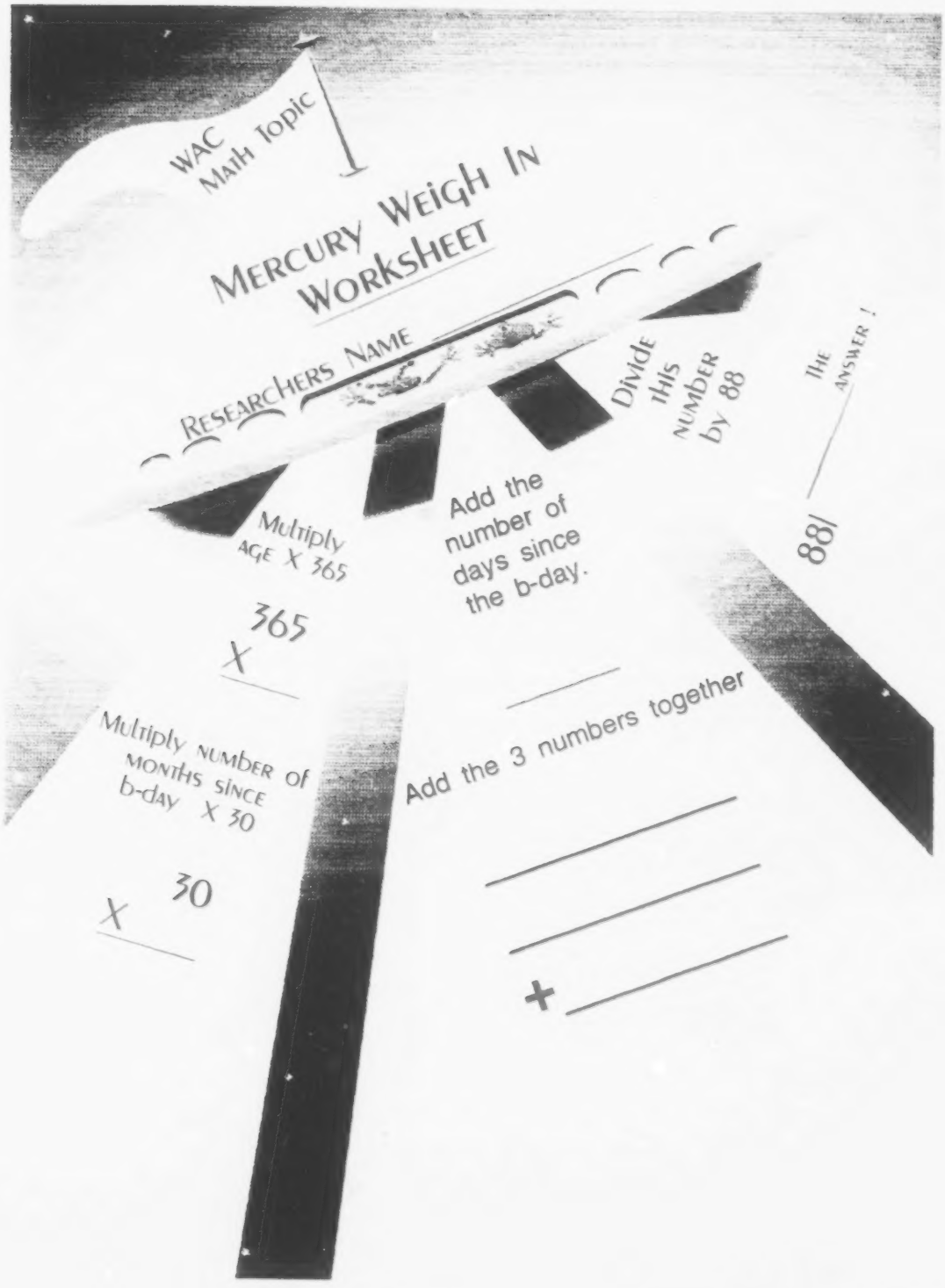
____ Did you cover all of the information on the Planet Worksheet?

____ Do you have the bibliography done correctly?

How do you think you did? Circle 1.

Lost in space!	A long way from home!	In the same galaxy!	In the right solar system!	"Beam me up Scotty! I'm home!"

Reach for the moon. If you don't reach it, you'll still be among the stars !



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P.M.I.
MERCURY WEIGH IN
RESEARCHERS NAME
P
Plus
M
Minus
I
INTERESTING

? Mrs. Potter's Questions ?

Name _____

Room # _____

What were you trying to do?

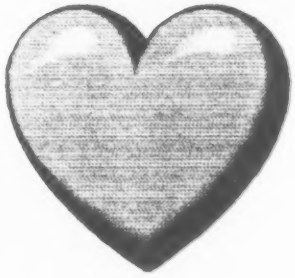
What went well?

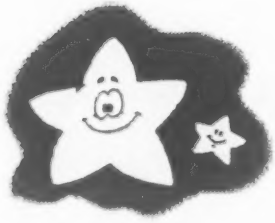
What would you do differently next time?

What do you need help on?

Basic Needs

Belonging





Power

Freedom

Fun

Understanding conflict begins with identifying the cause. Most every conflict between people involves the attempt to meet basic needs for belonging, power, freedom, or fun.

PARTNER INTERVIEW SHEET

MY PARTNER'S NAME _____ MY NAME _____

THESE ARE THINGS I LEARNED ABOUT MY PARTNER:	SAME WITH ME	I FEEL DIFFERENTLY
Favorite color: _____		
Favorite animal: _____		
Favorite subjects in school: _____		
_____		
Favorite book: _____		
Favorite TV show or movie: _____		
_____		
Favorite person or character: _____		
_____		
Favorite thing to eat or drink: _____		
_____		
My partner feels sad when... _____		
_____		
_____		
My partner feels angry when... _____		
_____		
_____		
_____		

THOUGHT, WORD & DEED

Copymaster 13

93

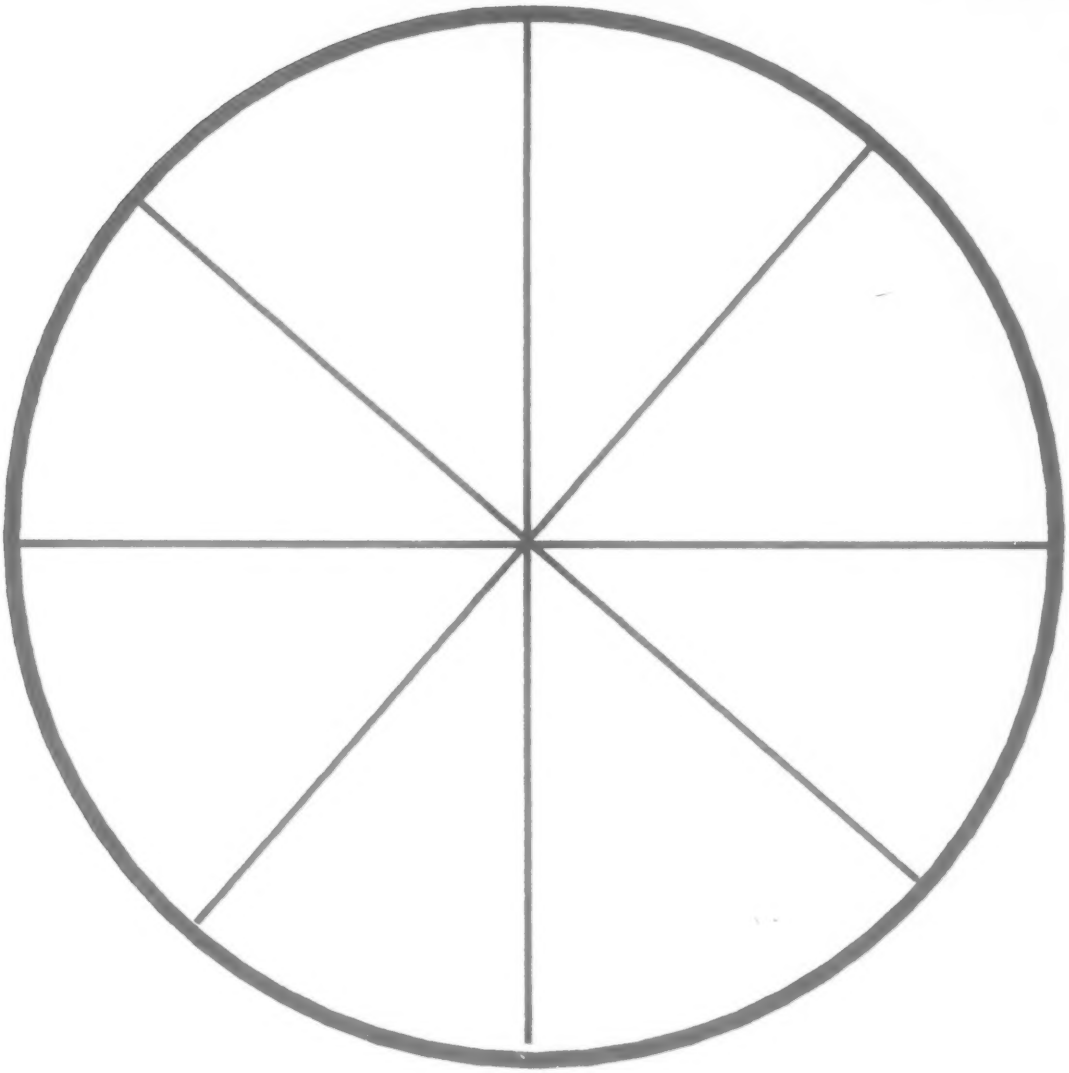
94

Appendix O

81

Code _____

How I Show Others Respect



P.M.I.

How do you feel about _____

Plus (+)	Minus (-)	Interesting (?)

JOURNAL STEMS

Student_____ Date _____

Topic _____

Select one of the following stem statements to use in your refection:

Stem Statements

A. The best part about...
B. An interesting part is...
C. I think...
D. I wonder...
E. How...
F. Why...
G. I believe...
H. I hope...

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Journal Topics

- Reflect on the days events.
- Tomorrow, I will...
- In the first two weeks of school, I've learned...
- Today, I...
- If I could be invisible for a day, I'd...
- Discuss the fieldtrip to Three Sisters Park.
- The behavior I think I need to change the most is...(Tell how you're going to do it.)
- If I were in a store and my best friend stole something, I'd...
- The 3 most important things I've learned about tornadoes are...
- How would you feel if you caught your best friend in a lie? What would you do?
- What was the best thing your group did while we picked up the trash around school?
- How did your group compare this time to the last time we picked up trash?
- If it was your birthday, what would you wish for?
- When we ask you to "cooperate", what are we asking you to do?
- What was the nicest thing someone at this school has ever done for you?
- What was the nicest thing you've done for someone this school year?
- Reflect on the collage project that we did on conflict.
- When we say "Choose the right road.", what are we talking about?
- Describe a conflict you've had recently and what you did.
- Reflect on your behavior this week. What is one thing you can do better in the future?
- I wonder ...
- What would happen if there weren't any rules at all?
- If someone you knew took your favorite notebook, what would you do?
- If your best friend picked a fight with someone, would you respect them more or less? Why?
- The scariest thing that ever happened to me was ...

- At parent conferences, Ms Borquist and Ms Cook should tell my parents...
- Reflect of the day.
- If you have a conflict with someone in class, what should you do?
- If a friend asked to copy your math homework, what should you do? What would you do?
- Where do you think most of our conflicts happen?
- Name and describe three things you can do to improve your grades.
- T-Chart-What does teamwork look like / sound like?
- What is the best thing about YOU?
- What is the one thing about you you'd like to change?
- PMI-Working on projects in cooperative learning groups.
- PMI-Working on projects by yourself.
- If you had three wishes for Christmas, what would they be?
- What was the nicest thing that someone did for you over Christmas?
- What was the nicest thing you did for someone over Christmas?
- What are your New Years Resolutions?
- Name 5 civil rights everyone should have.
- I get mad when ...
- What makes a good friend?
- If I had a friend who started calling me names, I would...
- Something that has happened in the last 24 hours that made me feel good was...
- What I've learned during the conflict resolution program is...
- The reason it is important for us to do our "Kids Who Care" projects is ...
- The most important change in our class so far this year is...

Reflect on the KWC program.

How I Respond to Conflict

INSTRUCTIONS: Put a check mark in the boxes that show the responses that are most typical for you when you are in conflict with another person. Then circle the three responses you normally make first in a conflict.

	OFTEN	SOMETIMES	NEVER
Yell back or threaten the person	☐	☐	☐
Avoid or ignore the person	☐	☐	☐
Change the subject	☐	☐	☐
Try to understand the other side	☐	☐	☐
Complain to an adult	☐	☐	☐
Call the other person names	☐	☐	☐
Let the person have his or her way	☐	☐	☐
Try to reach a compromise	☐	☐	☐
Let an adult decide who is right	☐	☐	☐
Talk to find ways to agree	☐	☐	☐
Apologize	☐	☐	☐
Hit or push back	☐	☐	☐
Cry	☐	☐	☐
Make it into a joke	☐	☐	☐
Pretend my feelings are not hurt	☐	☐	☐

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Behavior Observation Checklist

Student: _____ Date: _____

Behavior	Mon.	Tues.	Wed.	Thurs.	Fri.	Total
Talking Out						
Casing						
Out of Seat						
Not Paying Atten.						
Touching, Pushing, Hitting						
Missing Supplies						
Other_____						
TOTAL						

What day do you have the *fewest* behavior problems? _____

Why do you think you are better on that day? _____

_____

What day do you have the *most* behavior problems? _____

Why do you think you behave poorly on that day? _____

_____

What negative behavior do you use the most? _____

Why? _____

What can you do to improve your behavior? _____

_____

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Alpha Values

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

Team Members

Find a word for each of the following point values.

= 50	= 55
= 51	= 56
= 52	= 57
= 53	= 58
= 54	= 59

You Are The Engineer

You are to design the following driving situation using all apropriate signs, markings, and colors. The paper should be 36" wide, each lane should be 3" wide, and there should be a visible compas on the front side of the paper. Your name should be on the back of the paper. Part of 2 class periods will be given for you to work in class and only in class!!!

Grading will take into consideration the following- a. proper sign shapes, colors, wording, and placement, b. pavement markings, colors, and placement, c. dimensions of paper and pavement, d. signal lights shape, color, and placement, e. follow all directions completely and be sure to include all required situations. You can use your imagination for the vehicles and buildings, but the drawing must be readable and accurate. It is advised that you draw a sketch on a sheet of notebook paper before you draw on the large sheet of paper.

1. Interstate Intersection
   - 4 exit ramps
   - 4 entrance ramps
   - overpass

2. Interstate intersects with 2-lane highway
   - 2 exit ramps
   - 2 entrance ramps
   - stop sign
   - turn lanes

3. Multi-lane highway intersects with 2-way street
   - signal lights
   - turn lanes

4. Multi-lane highway
   - median
   - turn lanes
   - signal lights
   - intersection

5. Intersecting streets
   - stop signs
   - pedestrian crosswalk
   - one-way street
   - turn lane
   - stop line

6. Multi-lane highway intersects with one-way street
   - turn lane
   - stop lights

7. Multi-lane highway crosses railroad
   - median
   - sidewalk

8. Multi-lane to 2-way street
   - Lane reduction
   - median
   - reduce speed
   - cross-street

Behavior Checklist Site A Period Date Post

Student Name (code)	Talking Out	Put Downs	Missing Supplies	Inappropriate Physical Contact	Off Task	Non-participation	Out of Seat	Other
Week 1								
1·27·97	13	0	3	1	6	2	5	0
1·28·97	7	1	1	0	9	6	4	0
1·29·97	13	2	2	0	12	6	2	1
1·30·97	17	0	0	0	4	3	2	0
1·31·97	10	0	0	0	4	1	2	1
Total	60	3	6	1	35	18	15	2
# of Students	21	2	3	1	19	9	7	2
Week 2								
2·3·97	14	1	0	0	7	4	3	0
2·4·97	14	1	5	0	6	2	5	0
2·5·97	17	2	2	0	4	2	3	1
2·6·97	14	0	3	0	6	4	0	0
2·7·97	5	1	3	0	3	2	1	0
Totals	64	5	13	0	26	14	12	1
# of Students	17	3	8	0	13	8	4	1
2WK Totals	124	8	19	1	61	32	27	3
Totals								

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Behavior Checklist Site B Period Date Post

Student Name (code)	Talking Out	Put Downs	Missing Supplies	Inappropriate Physical Contact	Off Task	Non-participation	Out of Seat	Other
Week 1								
10·15·96	2	0	0	0	0	0	0	0
10·16·96	0	0	1	0	1	0	1	0
10·17·96	0	0	0	0	0	0	0	0
10·18·96	0	0	0	0	1	0	0	0
Totals	2	0	1	0	2	0	1	0
# of Students	2	0	1	0	2	0	1	0
Week 2								
10·21·96	2	0	1	0	0	0	0	0
10·22·96	2	0	0	0	2	0	1	0
10·23·96	1	0	0	0	0	0	0	0
10·24·96	0	0	0	0	0	0	0	0
10·25·96	0	0	0	0	0	0	0	0
Totals	5	0	1	0	2	0	1	0
# of Students	5	0	1	0	2	0	1	0
2 Wk Totals	7	0	2	0	4	0	2	0
Totals								

Post Intervention Student Survey Results

Site B

Observed in Class			Interfers in Learning	
9	1111 LHY	Talking Out	LHY LHY/	//
9	1111 LHY	Put-downs	///	3
9	1111 LHY	Not following directions	///	3
4	////	Talking back	////	4
10	LHY LHY	Not paying attention	LHY	5
4	////	Out of seat	/	/
10	LHY LHY	Not prepared for class	/	/
3	///	Not participating in class	0	0
/	/	Physical contact-hitting, etc...	0	0
/	/	Other - profanity		
		noises	/	/

Student Self-monitoring Behavior Checklist Data

Neg. Behavior Most Used	Talk Outs	Casing	Out of Seat	Not Paying Attention	Hitting	Missing Supplies	Other
	𝍸 𝍸 𝍸

Date	Student ID#	Reason for suspension	Notes
9/5	27283	Disrespt/Teacher	
9/11	49935	Fight after PE incident	
9/26	29877	Disrespt/Teacher	
10/7	26990	Disrepect/Teacher	
10/9	18419	Poss. of Beeper	Dist. Policy
10/10	29877	Disrespect/Teacher	
10/16	23985	Disrespect/Teacher	
10/23	20396	Disrespect/P.E. Teacher	
10/23	20327	Mob Action/Hit Student	
10/31	26990	Threatened P.E. Teacher	
10/31	24668	Theft of School Property During P.E.	
11/7	52854	Poss. of Knife/Fight after P.E. Incident	Put on A.P.
11/22	42816	Hit Student in P.E.	
12/5	18419	Disrespect P.E. Teacher	
12/16	20396	Kicked Out of I.S.S.	In I.S.S. for P.E. Incident
12/18	27283	Fight in P.E.	
1/16	29773	Fight in P.E.	

Code # _____

Student Survey
#2

Rate the frequency of the following behaviors that you have observed in our class since we have began our "Kids Who Care" program.

	Less than before	Same as before	More than before
Talking out			
Students "putting down" each other			
Students not following directions			
Students talking back or being disrespectful to teachers			
Students not paying attention in class			
Students out of seat without permission			
Students not prepared for class (books, homework, supplies)			
Students not participating in class activities			
Inappropriate physical contact (hitting, kicking, pushing, pinching, etc...)			

Has **your** behavior or attitudes changed? **yes or no**

If so, in what way? _____

_____

_____

_____

Overall, how would **you** rate the success of the program?

Very positive	Fairly positive	Positive	No change	Worse
5	4	3	2	1

Code # _____

Student Survey
#2

Rate the frequency of the following behaviors that you have observed in our class since we have began our "Kids Who Care" program.

	Less than before	Same as before	More than before
Talking out	𝍸 𝍸 𝍸

Teacher/Staff Survey

We have completed one semester of out "Kids Who Care" project and would like to hear your comments. As you probably know, we have been working on community projects, cooperative learning activities and a conflict resolution program during Enrichment period and throughout the academic day. Any comments you might have are welcome. **Thank you.**

Do you feel the community projects (planting plant around the sign, recycling cans and donating the money to the school, cleaning up litter around the school) our students have participated in have made a difference in our students? **Yes or No.**

If so, in what way? _____
_____
_____
_____

Do you feel the cooperative learning activities that our students have participated in have made a difference in our students? **Yes or No.**

If so, in what way? _____
_____
_____
_____

Do you feel the conflict resolution program that our students have participated in has made a difference in our students? **Yes or No.**

If so, in what way? _____
_____
_____
_____

Additional Comments. _____
_____
_____
_____
_____

Thank you again for your time and help with this project!

Student Code # _____

Parent Survey

We have completed one semester of out "Kids Who Care" project and would like to hear your comments. As your child has probably told you, we have been working on community projects, cooperative learning activities and a conflict resolution program during Enrichment period and throughout the academic day. Any comments you might have are welcome. Please complete the following questionnaire and return it with your child. **Thank you.**

Do you feel the community projects your child has participated in have made a difference in your child? **Yes or No.**

If so, in what way? _____
_____
_____
_____

Do you feel the cooperative learning activities that your child has participated in have made a difference in your child? **Yes or No.**

If so, in what way? _____
_____
_____
_____

Do you feel the conflict resolution program that your child has participated in has made a difference in your child? **Yes or No.**

If so, in what way? _____
_____
_____
_____

Additional Comments. _____
_____
_____
_____
_____

Thank you again for your time and help with this project!